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No. 208. FEBRUARY 16, 1895. Vol. XVIII.

CONTENTS.

	PAGE
READING AND EDUCATION	101
COMMUNICATIONS	103
College Standing in Iowa. J. H. T. Main.	
A Poet too little Known. Mary J. Reid.	
"Herr" Björnson. Albert E. Egge.	
Dialect in the United States. Alexander L. Bon-	
durant.	
An English Dialect Dictionary. Benj. Ide Wheeler.	
THE CONFESSIONS OF A JOURNALIST. E. G. J. 106	
LITERATURE AS A UNIVERSITY STUDY. Ed-	
ward E. Hale, Jr.	109
AN UNSUCCESSFUL HISTORY. A. C. McLaughlin 111	
SOME RECENT BOOKS ON EDUCATION. B. A.	
Hinsdale	113
Alice Zimmer's Methods of Education in the United	
States.—Mary Page's Graded Schools in the United	
States.—Amy Bramwell's The Training of Teachers	
in the United States.—Sara Burstall's The Education	
of Girls in the United States.—Davidson's The Edu-	
cation of the Greek People.—Martin's The Evolution	
of the Massachusetts Public School System.—Howe's	
Systematic Science Teaching.	
SKEAT'S GREAT EDITION OF CHAUCER.	
Ewald Flügel	116
BRIEFS ON NEW BOOKS	120
Translation of a popular life of Napoleon.—Biography	
of the Empress Eugénie.—France and the European	
revolution.—Historical gossip of modern England.—	
New handbooks of English literature.—Introduction	
to English literature.—A popular life of Lincoln.—	
Commemorative addresses by Mr. Godwin.—More	
pictures of colonial life.	
BRIEFER MENTION	123
NEW YORK TOPICS. Arthur Stedman	124
LITERARY NOTES.	125
TOPICS IN LEADING PERIODICALS	126
LIST OF NEW BOOKS	126

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The average adult, whose intellectual environment seems to be a matter of choice, is really subjected to influences that are not easy to resist. The modern newspaper, with its bad writing and its vulgar ideals, the popular magazine, with its ephemeral or sensational programme, the cheap book, even cheaper in its contents than in its mechanical execution — these are the temptations that beset his every spare hour, and deprive him of communion with the great spirits who stand ready to tell him "the best which has been thought and said in the world." "Will you go and gossip with your housemaid or your stable-boy, when you may talk with queens and kings; or flatter yourself that it is with any worthy consciousness of your own claims to respect that you jostle with the hungry and common crowd for *entrée* here, and audience there, while all the while this eternal court is open to you, with its society, wide as the world, multitudinous as its days, — the chosen and the mighty of every place and time?" None of us can altogether escape the distracting influence of the commonplace writing that on every hand insinuates itself into our acquaintance; yet if we content ourselves with such work, if we do not resolutely reject its impudent pretension of sufficiency, we miss the most effective means for the realization of our better selves. Every reader ought now and then to fortify himself against temptation by reading some such essay as Mr. Ruskin's on "Kings' Treas-

uries," or Mr. Morley's on "The Study of Literature," or Mr. Harrison's on "The Choice of Books" — not for their commendation of particular lines of reading, or to blindly acquiesce in their individual *dicta*, but for their lofty standpoint, their liberal outlook, and their tonic effect.

The foundations of the reading habit are, of course, laid in childhood; and the responsibility for these foundations is one of the greatest that the professional educator has to bear. The child should be as carefully guided in the choice of his reading as the adult should be free to determine what is best for his own spiritual needs. How precious are the years from six to sixteen, with their eager receptivity and their retentive grasp, seems to be but imperfectly understood by the directors of our schools. It is hardly less than criminal to provide children of such an age with the namby-pamby artificial reading that is now manufactured for their use. A child's reading should be confined to the very best literature that he is capable of understanding — and it is astonishing what he will understand if given a chance. Nor should he be kept upon short rations for the purpose of drill in vocal expression. Fresh matter is always better than old for discipline, and the most vitalizing pages lose their power for good if too frequently conned. The childish desire for new worlds to conquer is very strong, and is sure to find vent in the wrong direction if not freely indulged in the right one.

The high school and college period of education is essentially that in which the student is trained to shift for himself. It is the period when restrictions upon reading must be relaxed, and freedom of choice watchfully encouraged. Somewhere within this period of intellectual adolescence there comes a transitional stage which tests all the training of the previous year. The duty of those who are responsible for the student during this critical period is rather to stimulate than to direct his reading; to encourage him in looking beyond the horizon of his text-books, to make it easy and pleasant for him to read in helpful lines; to throw all sorts of unobtrusive obstacles in his path, if he exhibits any tendency toward intellectual dissipation. The school or college library is, next to the wise instructor, an essential factor in this problem, and the studies of history and literature, of the ancient and modern languages, are those upon which reliance must mainly be placed in this task of making of formal educa-

tion a real preparation for life. We have of late years witnessed a remarkable expansion in the scientific departments of school and college, and a greatly increased expenditure for their adjuncts of laboratory and museum. The expansion was needed, and no educator can intelligently begrudge it. But the group of studies which find in the library both museum and laboratory — the studies which we rightfully call humanities and for which we thereby claim the place of first importance and of closest relationship to our deepest spiritual needs — may fairly demand as much attention and as large an expenditure as the sciences of nature. It is not too much to ask that every dollar set apart for scientific apparatus shall be matched by another dollar set apart for literary apparatus. The student of history or of literature ought to have the use of his own set of books, just as the student of chemistry has the use of his own set of reagents. When the humanities come again into their own, this necessity will be recognized as fully as the necessity of laboratory teaching in chemistry is now recognized.

Given the right guidance in childhood, and the right influences during adolescence, the reading habit may be counted upon to remain a genuine educational influence through life. The importance of such guidance and such influences can hardly be over-estimated. But for those who have missed them, for those who in the future will miss them, there is still the consoling truth that serious aims coupled with earnest endeavor can nearly always find the path to a very complete culture. "The best which has been thought and said in the world," like the sunlight, shines freely for all, and to it the veriest mole may, if he will, grope his way. "Reading maketh a full man," and more than that no scheme of formal education, however extensive, may accomplish.

COMMUNICATIONS.

COLLEGE STANDING IN IOWA.

(To the Editor of THE DIAL.)

The college teachers of Iowa have been engaged in a discussion, since 1891, regarding "College Standing," which discussion, it seems to me, from the nature of some of the points involved has more than a local interest. The State has within its borders an unusually large number of "colleges" and "universities," even for a Western State, — perhaps two score or more. At its session in 1891, the College Department of the State Teachers' Association determined to do what no other State had attempted — namely, to define practically the term "College," and to exclude from membership those

institutions not meeting the terms of the definition. Consequently it was resolved that after 1893 no college should be eligible to membership "which should not require for admission to the freshman class three full years of work above the grammar grade, and four additional years of collegiate work for the baccalaureate degree." A committee was appointed in 1892, to collect statistics on the following points: The number and variety of degrees conferred; the requirements for the baccalaureate degrees; and, finally, data indicating the equipment of Iowa Colleges for doing the work required.

The first report of this committee was made in 1893, and revealed a rather surprising state of affairs. Many institutions were doing preparatory work in the freshman year; the line of demarcation was in some cases not clearly drawn between the academy, which is usually found in connection with the Western college, and the collegiate department proper; some were requiring their teachers to do both college and academy work; and some had less than six teachers to do the entire work of the institution. The committee assumed in their consideration of the case that the term "college" had something like a definite value, and that it should not be applied to all institutions indiscriminately, without protest. To determine what the standard should be, was a part of the work of the committee. This is interesting, as it is perhaps the first attempt made in this country, under similar circumstances, to determine what the term "college" should mean. The following are the tests applied: First, satisfactory and complete conditions of admission to freshman standing; second, correct organization of courses with sufficient force of instruction to create a college atmosphere; third, faculty of instruction, consisting of at least eight chairs, as follows: (1) Psychology and Ethics (including instruction in Philosophy and Logic), (2) Ancient Languages, (3) Mathematics and Astronomy, (4) English Language and Literature, (5) Physics and Chemistry, (6) Modern Language, (7) History and Political Science, (8) The Biological Sciences.

Judged by these criteria, there were three institutions in the State entitled to college standing. It was deemed undesirable, however, to exclude from the list some colleges doing work of a highly creditable character. Consequently there was recommended a "provisional minimum" of six chairs. In this provisional minimum, (4) and (7) of the foregoing list were classed together as "English and History," and in like manner (5) and (8) were united under the term "Natural Sciences." In this way the total number of colleges was increased to eight. The report was read, but action was postponed for one year in order that corrections and additions might be made.

At a recent meeting of the College Department of the State Teachers' Association (December 27) the report was taken up for final action. During the year every effort had been made to settle disputed points, and opportunity given to every institution to put itself in accord with the criteria proposed. Two institutions did this without trouble, making the total number ten. It was recommended that this number should be grouped together as "Class A," while those failing in the tests should be included in "Class B." The technical schools (which had not been considered at all by the committee) and the smaller colleges opposed the motion to adopt the report, with so much success that another postponement for one year was secured. This postponement

seems to be chiefly in the interest of the technical schools, since coupled with the motion to postpone was the recommendation to "reconsider the basis of classification."

It is not likely that a vote on the report will ever be taken. The arbitrary settlement of a disputed point of this sort would be sure to meet with disfavor. The discussion, however, that has already been aroused has been of great value to the interests of higher education in the State. The stronger institutions have become somewhat more conscious of their deficiencies, while the weaker ones are making more earnest efforts than ever to reach a higher level.

J. H. T. MAIN.

Iowa College, Grinnell, Iowa, Feb. 5, 1895.

A POET TOO LITTLE KNOWN.

(To the Editor of THE DIAL.)

Your notice of the death of Professor William Rufus Perkins, author of "Eleusis" and other remarkable poems, inspires me to add a word of tribute to a poet too little known, and likely to receive a wider appreciation, as often happens, after death. "Eleusis" is a not unworthy sequel to Tennyson's "In Memoriam," the modern philosophical companion of the "Rubāiyāt" of Omar Khayyām. One may find in it many quatrains equal to the following terse description of that subtle enchantment which Rome still weaves about the souls of scholar-pilgrims:

"I lay upon the Palatine
When evening lit her changeless dome,
And felt the mighty hand of Rome
Enfold and clasp itself in mine."

"Bellerophon" is another remarkable poem—a new interpretation of the old Greek myth, not surpassed by any of Miss Edith M. Thomas's classical studies, such as "Lityerses and the Reapers" and "Atys." Here is a little description which has the same effect upon the mind as Mr. Elihu Vedder's lonely landscapes:

"Behind me lies the broad Aleian plain,—
The loneliest plain that faces to the sky,—
Across which, groping with increasing pain,
I course forever,—for I cannot die.
O heartless plain, and earless to my cry!
A thousand thousand are the paths I wear
On thy broad back; and Night, who does defy
For most the spear of sorrow and of care,
For me may bring no rest, but doubles up despair."

Professor Perkins once wrote me: "I made up my mind when a boy that if I ever published anything in poetry, I would wait until I had made it perfect artistically," and that saying is the keynote to his whole poetical work.

A few brief details of the poet's life, sent by him at my request, and intended for use in another periodical, may be quoted here:

"I was born in the year 1847, in Erie, Pennsylvania. I graduated in 1868 at Western Reserve College, Ohio, and was tutor in my *Alma Mater* for three years after graduation; then devoted myself to the reading of history and law. In 1879 I was called to Cornell University as Assistant Professor; after six years at Cornell I went to Europe, where I remained a year, attending the Universities of Berlin and Bonn, and travelling. Upon my return I was called to this chair [History, State University of Iowa]. In the spring of 1888, I was elected a delegate to the 8th Centenary of Bologna University in Italy. Going again to Europe, I attended this superb *fête*, and afterwards travelled in England and France, returning to the University of Iowa in the

autumn. A first edition of 'Eleusis' was issued in 1890 without the 'Lesser Poems,' and was published anonymously in accordance with the advice of several prominent men; but in 1892 it was published by Messrs. McClurg & Co. in its present form."

Professor Perkins had planned a second volume of poems, and upon my asking him to make the pieces less threnodic in tone than those first published, he responded, "No, I shall never publish anything quite so threnodic again—if I can help it." In March last, under the gathering shadows of ill health, he wrote me: "As to the future volume, nothing can be said at present." His favorite poets were Schiller and Goethe, although Thackeray's and Shakespeare's works were often found in his hands. He disliked athletic exercise and detested walking, but enjoyed sea-voyages intensely. Books and rare old china attracted him, but he had no particular passion as a collector. Until his health failed, he was by no means of so melancholy a temperament as his poems might seem to indicate. His poetical range was limited; but what he achieved was full of promise for his future, and "Eleusis," "Bellerophon," and "Hadrian's Lament Over Antinous" are poems which the world ought not to let die.

MARY J. REID.

St. Paul, Minn., Feb. 4, 1895.

"HERR" BJÖRNSON.

(To the Editor of THE DIAL.)

IN THE DIAL and elsewhere I frequently see the names of Björnson and other Norwegian authors with the title "Herr" prefixed. This practice, which is common in America, is doubtless supposed to be in imitation of what is customary in the old country. As a rule, however, the title "Herr" (nearly always written "Hr.") is not used in Norway before the names of distinguished men. Björnson, Ibsen, Lie, Kielland, and the rest, are called so, or by their full names, Bjørnstjerne Björnson, Henrik Ibsen, Jonas Lie, etc., but hardly ever Hr. Björnson, etc., except of course when addressed or spoken of in their hearing. Why should we in speaking of Norwegian authors adopt a form of title almost unknown in their native country?

ALBERT E. EGGE.

The University of Iowa, Feb. 9, 1895.

[The titles by which gentlemen usually refer to one another are not given by THE DIAL to living writers "in imitation" of any actual or supposititious practice in "the old country," but because of what we believe to be the requirements of good literary manners. Among the many vulgarities fostered by our newspapers none is, in our opinion, more detestable than the habit of constantly referring to people as Smith and Jones and Robinson, without the simple courtesy of a prefix. If the Scandinavian or other European practice derogates from this not very exacting standard, we must regret the fact without yielding the point.—EDR. DIAL.]

DIALECT IN THE UNITED STATES.

(To the Editor of THE DIAL.)

The study of dialects in America, carrying with it an enumeration of the many interesting survivals in folk-speech, is still in its infancy, though much excellent work has already been done through the medium of the Dialect Society, and by Professors Kittredge and Sheldon of

Harvard, Charles Forster Smith of the University of Wisconsin, Wyman of the University of Alabama (who has recently given the correct derivation of *bayou*), Dr. H. A. Shands of Texas, Dr. William Rice Sims of the State University of Mississippi, and others.

The negro dialect, as spoken on the plantations in the South, is rich in survivals; and that a number of these are still found in England, is shown by some examples taken from "Lorna Doone"—a well of English undefiled. Note the following: *aze* for *ask*; *spunky*—meaning spirited or brave,—used also by whites in the South; *liefer* as comparative of *lief*, meaning rather; *gwoin* for going; *pearl*, meaning *well* (as "How is your old oman?" "She's right pearl"); *clomb*, preterite of climb (the negroes use more generally another form, *clum*). These words and expressions are all in common use among the negroes, and must have come to them from old England. They were jotted down while reading rapidly; a careful study of the book named would doubtless reveal many more.

A friend, born in New Hampshire, tells me that his grandmother always spoke of a village of a hundred *housen*, holding to the old form of the plural (compare *ozen*, *hosen*, etc.). In "Lorna Doone" *eyen* is used as the plural of eye.

Though the causative meaning of *drench* is recognized in the "Century" and "International" dictionaries, and still occurs in England (witness, "Dosed him with torture as you drench a horse"—Browning's "Ring and Book," II., 75), upon the testimony of several careful students of language it is no longer used in this sense in New England. In the South the verb is used very generally in the causative sense; a horse is *drenched* for colic—i. e., his head is held up and he is caused forcibly to drink.

The use of *right* (meaning very) and *mighty*, as adverbs, is general throughout the South, and the words are constantly in the mouths of those "to the manner born." The use of "mighty," characterized as colloquial in the great dictionaries, is met with in the North and West as well.

In folk-speech we meet with the variants, to get *shut*, *shet*, or *shed* of,—all meaning to get rid of, to relieve one's self of. An Ohio man tells me that he is only familiar with "to get *shut* of"; and so says one from Connecticut. A North Carolinian has heard both *shed* and *shut*; while a South Carolinian whom I questioned was familiar only with *shet*. (See also Octave Thanet, "Peterson's Magazine," January, 1893). I have heard all three forms. Thomas Hardy, in "A Pair of Blue Eyes," uses still another form, "to get *shot* of." A shop-boy in "Neal's Sketches" says: "I want to get *shut* of you because I am going to *shet* the door." These two examples would indicate that this expression, too, came across the seas. The primitive idea seems to be riddance by means of *shutting* one out, for the forms *shet* and *shot* are used regularly by the negroes and are of common occurrence in the folk-speech of a large portion of this country, as "Shet that door." "The door is shot." The form *shed*, it seems, is probably a variation from *shet*; whereas if the other forms were not three to one we might conclude that the original idea was that of riddance by taking off, as a garment.

A well-known Southern writer has a man of education—a priest, in fact—use *unthoughtedly* for thoughtlessly; and though in this case the writer nodded, she was unconsciously revealing her knowledge of folk-speech. The great dictionaries are innocent of this

word, but its use is widespread in the South, and it has a position by tolerance in the vocabulary of some reading people.

ALEXANDER L. BONDURANT.

State University of Mississippi, Feb. 5, 1895.

AN ENGLISH DIALECT DICTIONARY.

(To the Editor of THE DIAL.)

Lexicography on the grand scale is the order of the day. Another thesaurus, this time in the form of an English Dialect Dictionary, is shortly to begin publication. The materials which have been gradually collecting since the formation of the English Dialect Society in 1873 have now reached such dimensions, and made such reasonable approach toward completeness, that the work of preparing for publication the million and more slips now on hand has actually been commenced, under the editorial supervision of Dr. Joseph Wright, the Honorary Secretary of the society, assisted by Professor W. W. Skeat. In response to Dr. Wright's call for volunteers to coöperate in the work of completing the collections, some six hundred persons are now engaged in different parts of Great Britain in the organized work of excerpting from books and reducing dialectal glossaries to the form of slips. It is the purpose of the editor to include in the dictionary all dialectal words or dialectal uses of words to be found within the entire domain of the English speech of the eighteenth and nineteenth centuries,—i. e., all words or uses of words not recognized in the standard English of this period. The dictionary will give in every case its authority, and, if possible, will cite, after the manner of Murray's English Dictionary, one or more passages illustrating the word and its use. Careful attention will also be paid to defining the habitat of the word; and so far as possible its history or etymology will also be determined.

As it has been decided to include American English within the scope of the work, it becomes of great importance to the editors to secure immediate coöperation on this side of the Atlantic in the collection of material. As yet, the only reliance is the very uncertain and confused material of our various dictionaries of "Americanisms," and the excellent though rather hap-hazard word-lists which have appeared in the different numbers of the "Dialect Notes" published since 1890 by the American Dialect Society. It is evident how important this new undertaking must prove for the study of American English; it is, indeed, only through this clearing-house of a universal English dialect dictionary that we can hope to reach a test for the genuineness of "Americanisms." All who may have material to contribute, or who may be willing to undertake assignment of books for reading, are requested to correspond with the editor,—address, Professor Joseph Wright, 6 Norham-road, Oxford, England; or with Professor Eugene H. Babbitt, Columbia College, New York City, who will coöperate with the editor in securing and arranging the American material. It is expected that a prospectus of the work, accompanied by specimen pages, will shortly be issued, and subscriptions will be solicited. The work will be furnished to subscribers at the rate of two numbers a year, with an annual subscription fee of £1. For non-subscribers the price of each number will be 15s. Concerning the length of time likely to be absorbed in publication, and the consequent extent of the work, the editors give no assurance; this, we are to presume, the material will dictate.

BENJ. IDE WHEELER.

Cornell University, Feb. 3, 1895.

The New Books.

THE CONFESSIONS OF A JOURNALIST.*

Tradition has it that when Dr. Johnson heard that James Boswell intended writing his life, he promptly proposed to prevent it by taking Boswell's. It does not seem to have occurred to the Doctor, in the alarm and flurry of the moment, that, without resorting to manslaughter, he could forestall the impending Life and render it comparatively stingless by writing one himself. This milder preventive against undesirable biographers has latterly grown much in favor. Every man his own Boswell, may fairly be called the biographical order of the day; and the rule is not altogether a bad one. Every man is at least theoretically sure to deduct nothing from the tale of his own virtues; and as experience shows that the list of his failings may safely be left to his friends (to say nothing of the press), the public is tolerably sure in the end of a complete picture with the due chiaroscuro effect. Now and then there emerges from the rank and file of autobiographers one candid enough to relieve his friends of their melancholy office; and such a one, emphatically, is Mr. George Augustus Sala. We have read Mr. Sala's "Life and Adventures" with the liveliest interest. Here at last is an autobiographer who is not only frank, but who even appears at times, in the exuberance of his candor, to bear himself a grudge. It may be meanly urged that Mr. Sala, as an Old Journalistic Hand, is unable from long habit to abstain from "racy" personalities and revelations, even at his own expense; and that his frankness as to the follies and escapades of his youth rings more of an unrepentant Master Shallow than of a broken and a contrite heart. But the great fact of frankness remains; and with it goes hand-in-hand the twin autobiographical virtue of modesty,—for Mr. Sala, so far from being with monotonous regularity the hero of his own "Adventures," not seldom emerges conspicuously at "the smaller end of the horn." When, for instance, he engages in a "row" in a disreputable quarter of London, it is he, and not the enemy, who "takes the floor" and is carried away for repairs. When he sets out (as he does twice) for Aix-la-Chapelle or Homburg with the cheerful intention of "breaking the bank," he returns, not laden with thalers

*THE LIFE AND ADVENTURES OF G. A. SALA. Written by Himself. Two volumes, with Portrait. New York: Charles Scribner's Sons.

and Friederichs d'Or, but *minus* his valuables and *plus* sundry unpleasant tokens of their detention by Herr Israel Hirsch, Herr Salomon Fuchs, Herr Benjamin Isaacstein, and other avuncular friends of the Gentile in need. When, in 1884, with his literary and journalistic honors thick upon him, he re-visits America and is presented in state to General Benjamin F. Butler, he is received by that hero, not with "distinguished courtesy," but with the staggering avowal, "If you had been in New Orleans in 1864 I should most certainly have hanged you; yes, sir!"—and, adds Mr. Sala, thoughtfully, "I thoroughly believe the General would have been as good as his word." Not to multiply examples, we shall only add that Mr. Sala, after heaping on himself such actionable epithets as "slovenly, careless, ne'er-do-weel," "dissolute young loafer," "outrageous Mohock," etc., caps the climax of self-immolation by pronouncing his own novel, "The Baddington Peerage," "almost the worst one ever perpetrated." In this instance, at least, he does not grossly exaggerate.

Mr. Sala was born in 1828, at London, where his mother, widowed shortly after his birth, was a teacher of singing, and, later, an actress. Madam Sala had a distinguished *clientèle*, and played at the leading theatres; but, with five young children on her hands, she had no little trouble bringing the proverbial ends together. Twice a year, to eke out her income, she gave special concerts, one at London and the other at Brighton. For one of these occasions she had the temerity to engage, at great expense, not only Mme. Malibran, but Paganini—the poor lady cherishing the hope that in the end one or perhaps both artistes would generously waive their pecuniary claims. The concert was a brilliant success; and then came the ordeal of paying the bills. The lesser performers, as usual, smilingly refused to accept a shilling for their services. Not so the great Malibran. Says our author:

"The renowned singer smiled, chucked me under the chin, patted me on the head, told me to be a good boy, and very calmly took the thirty-one pounds ten shillings which with trembling hands my mother placed upon the table."

Thus depleted in purse and hopes, Madam Sala sought out Paganini. Of this celebrity, our author says:

"I can see him now—a lean, wan, gaunt man in black, with bushy hair—something like Henri Rochefort, and more like Henry Irving. He looked at me long and earnestly; and somehow, although he was about as weird a looking creature as could well be imagined, I did not feel

afraid of him. In a few broken words my mother explained her mission, and put down the fifty guineas on the table. When I say that he washed his hands in the gold—that he scrabbled at it, as David of old did at the gate—and grasped it and built it into little heaps, panting the while, I am not in any way exaggerating. He bundled it up at last in a blue cotton pocket-handkerchief with white spots and darted from the room. And we—my poor mother convulsively clasping my hand—went out on the landing and were about descending the stairs when the mighty violinist bolted again from the bedroom door. ‘Take that, little boy,’ he said, ‘take that,’ and he thrust a piece of paper, rolled up into a ball, into my hand. It was a bank-note for fifty pounds!”

Mr. Sala is not a university man, or even a public-school man. With a large fund of general knowledge, he has (like a greater man before him) little Latin and less Greek—judged by Porsonian standards; nor has his lack of scholastic finish escaped the jibes of brother writers of double his learning and half his ability. His formal schooling was meagre, comprising a season at Paris and a twelvemonth at “Bolton House,” Turnham Green,—the latter a “Pestalozzian” establishment where the making of sapphires and aleics was coupled with instruction in carpentry, joinery, gardening, and other practical branches, to the no small scandal of academic Dr. Blimbers. Among Mr. Sala’s Paris school-fellows was the younger Dumas, then a shapely youth of sixteen, with “very light blue-grey eyes, and an abundance of very light auburn hair, which curled in a frizzled mass.” Of Dumas, one story is preserved:

“Among the articles the use of which was for some absurd reason or other forbidden to us *pensionnaires*, was an opera-glass; and young Alexandre Dumas, who was once at the back of the pit, and who was naturally short-sighted, coolly produced such a forbidden object, and began to scan Frederick the Great and his page behind the foot-lights. The mutinous act was at once perceived and resented by the Prefect of Studies. ‘*A bas le lorgnon, M. Dumas! à bas le lorgnon!*’ he exclaimed in wrathful tones. Unprophetic prefect! Little could the pedant, unendowed with foresight, know that the lad who had violated the school regulations by using a *lorgnon* was destined to be the author of ‘*Le Demi-Monde*’ and ‘*La Dame aux Camélias*.’”

At fifteen, Mr. Sala found himself under the necessity of “facing the world,” with little or nothing in the way of capital or marketable knowledge to forward the enterprise. After a short term with a miniature-painter, he tried in turn law-copying, scene-painting, translating, illustrating Penny Dreadfuls (“there must be more blood, Mr. Sala—*much* more blood!”—was the great editorial requirement of this branch), engraving, scribbling, and what not, leading a rather “loaferish” life the while, and

decidedly not one lying along the shores of a Pactolus. Dire at times were Mr. Sala’s fiscal straits, and manifold his shifts to relieve them. We find him at one stage reduced to the humiliating point of smoking, and even dining, vicariously—of walking behind smokers of fragrant Havanas to catch an occasional whiff, and of staring in at club-windows, where stout gentlemen of stall-fed and port-winey aspect plied their knives and forks and glowered at the dinnerless outsider. At one of these seasons of gloom he tried to cobble his fortunes by pushing those of “The Shaking Quaker’s Herbal Pill,” designing and engraving the hand-bills, etc., and even “taking several boxes of Shaking Quakers” himself to reassure a timorous public.

Mr. Sala’s formal entry into journalism was not auspicious. About 1850 he became editor and co-proprietor of “Chat,” a half-penny weekly, in the theoretical “profits” of which he was kindly allowed to participate. But there were, in practice, no profits; and, the chief owner of “Chat” judiciously absconding, Mr. Sala and his associates found themselves “under the unpleasant necessity of fighting for the small change in the till.”

Mr. Sala’s lane, like all others, had its turning. The decisive turn came with the close of the Crimean War, when he was commissioned by Dickens to go to Russia in order to write a series of descriptive articles for “Household Words.” His forte soon became apparent. From that date on, Mr. Sala’s autobiography lapses largely into a perhaps unavoidably jumbled record of his adventures in one country or another as a press correspondent—the reader of it being whisked about geographically in a way suggesting that at times the writer must have been, like the Irishman’s bird, “in two places at once.” From 1856 downwards, wherever matters of an exciting nature were stirring—wars or rumors of wars, coronations, political murders, revolutions, exhibitions, and the like journalistically exploitable doings—there was Mr. Sala in the thick of it with his pencil and notebook. He was in America in ’63–4 and again in ’84; with Garibaldi in the Tyrol in ’65; at Paris in ’67 and in ’70; in Turkey in ’67; in Russia again in ’76; in Spain in ’75; in Australia in ’84; and so on. He saw Victor Emmanuel’s triumphal entry into Venice, and, later, into Rome; he saw the obsequies of the murdered Tsar Alexander II., and the coronation of his successor; he passed through the siege of Paris, and an after-dinner speech by

Mr. Chauncey Depew—and we regret to add here that, like most Englishmen, he declines to indorse Mr. Depew's post-prandial wit. Says Mr. Sala, with that singular insensibility to the fine point of our national humor, so often noted by Mr. Howells, Professor Matthews, and others:

"Mr. Chauncey Depew made a great point in his speech by saying that I was going to Australia by way of Portland, in the State of Maine: a city which I never had the pleasure of visiting; but he repeated the assertion over and over again, and every time he reiterated it the company laughed uproariously:—a circumstance which strengthened a long-existing conviction in my mind that in after-dinner speaking and 'stage-gagging' you have only to continually repeat something—'What's o'clock?' or 'That's the idea!' or 'How do you feel now?' or 'Still I am not happy!'—to excite the hilarity of your hearers."

From Mr. Sala's anecdotes of Garibaldi we select a characteristic one, touching the final disposal of that hero's General's uniform,—a gorgeous affair, much despised by its owner, which contrasted queerly enough with the historic red woollen shirt of campaigning days. The General wore the uniform but twice, on great state occasions, and that under protest.

"When he returned to his island home at Caprera, it is a comical fact that he presented his General's much-gold-laced panoply to his cowherd, who gravely drove cattle about the fields of Caprera in this gorgeous martial array. Exposure to wind and rain and a scorching summer sun very soon reduced the stately garb to a lamentable state of seediness; and the cowherd, who preferred freedom of action to being tightly buttoned up, always wore the coat open, so as to display a coarse canvas shirt, with a red woollen sash round the waist. It was the delight of Garibaldi and his friends, when they met the cowherd, gravely to salute him in military fashion, and hail him as '*mio Generale*.'"

We shall end our poachings on Mr. Sala's well-stocked, if somewhat ill-ordered, preserves with the story of his encounter with a late notorious character who, by an oversight probably, missed inclusion in Mr. Seccombe's recent book on "Eminent Scoundrels." In February, 1889, Mr. Sala received a note written in hot haste by Mr. Henry Labouchere, which ran thus: "Can you leave everything, and come here at once? Most important business.—H. L." In a quarter of an hour he was seated in Mr. Labouchere's library. The member for Northampton was not alone.

"Enseoned in a roomy fauteuil a few paces from Mr. Labouchere's desk there was a somewhat burly individual of middle stature and of more than middle age. He looked fully sixty; but his elderly aspect was enhanced by his baldness, which revealed a large amount of oval *os frontis* fringed by grey locks. He had an eye-glass screwed into one eye, and was using this optical aid most assiduously, for he was poring over a copy

of that morning's issue of the 'Times,' going right down one column and apparently up it again; then taking column after column in succession; then harking back as though he had omitted some choice paragraph; and then resuming the sequence of his lecture, ever and anon tapping that ovoid frontal bone of his, as though to evoke memories of the past, with a little silver pencil case. I noticed his somewhat shabby-genteel attire; and in particular I observed that the hand which held the copy of the 'Times' never ceased to shake. Mr. Labouchere, in his most courteous manner and his blindest tone said, 'Allow me to introduce you to a gentleman of whom you must have heard a great deal, Mr. —.' I replied, 'There is not the slightest necessity for naming him. I know him well enough. That's Mr. Pigott.' . . . Mr. Labouchere continued: 'The fact is that Mr. Pigott has come here quite unsolicited, to make a full confession. I told him that I would listen to nothing save in the presence of a witness, and remembering that you lived close by, I thought you would not mind coming here and listening to what Mr. Pigott has to confess, which will be taken down, word by word, from his dictation in writing.'"

The veracious Pigott, ostensibly studying the "Times," had clearly been trying to screw his faltering courage up to the sticking-point of his now famous confession. At length he rose, and stood beside Mr. Labouchere's desk. He did not change color, says Mr. Sala; he did not blench; but, at first in a half-musing tone, then louder and more fluently, he told his shameful story, coolly confessing that he alone had forged the letters alleged to have been written by Mr. Parnell, and minutely describing the way in which he had done it. Says Mr. Sala:

"No pressure was put upon him; no leading questions were asked him; and he went on quietly and continuously to the end of a story which I should have thought amazing had I not had occasion to hear many more tales even more astounding. He was not voluble, but he was collected, clear, and coherent; nor, although he repeatedly confessed to forgery, fraud, deception, and misrepresentation, did he seem overcome with anything approaching active shame."

Commenting on the Pigott confession, Mr. Sala concludes:

"Whether the man with the bald head and the eye-glass in the library at Grosvenor Gardens was telling the truth or uttering another batch of infernal lies, it is not for me to determine."

Mr. Sala's book amply fulfils its author's intent to "give the general public a definite idea of the character and the career of a working journalist in the second, third, and fourth decades of the Victorian era."

E. G. J.

MATTHEW ARNOLD's letters, which are still far from being ready for publication, are said to be very *intime*, and to cover the period between the years 1848 and 1888.

LITERATURE AS A UNIVERSITY STUDY.*

When I was a student in Germany, I went one morning to my lecture; and Professor Sievers, instead of beginning at once, in the rather abrupt professorial manner, on the subject of the day, spoke for some minutes on the character and the work of Professor Zarneke of Leipzig, who had just died. Professor Sievers had himself been one of Zarneke's students, and he wished to make his own students understand and feel what the work of his master had been to German philology. Later in the morning I went to hear a certain *privat-docent*, and he too began his lecture with feeling words on the character and scholarship of Zarneke, with whom he too had studied, many years after Professor Sievers. I was much struck by this tribute to the power of the teacher; it had something in it more impressive than the *Jubiläum* or the *Festschrift*. A science that has such professors is fortunate; it is thus that its best traditions are kept up, that its real life is continued.

We have to-day very, very few teachers of English literature who have exercised any such influence over their students as Zarneke exercised for many years over some of the best scholars of Germany. But of these few there can be no doubt that Professor Corson is one. I do not know who—among the younger teachers of English—have ever studied with him; but they know themselves, which is the important matter, and their students reap the benefit of it. Among all the teachers in America, I suppose Professor Corson is one of the few who are really men of genius. With all his eccentricities and mistakes (I speak with too much earnestness to have regard to conventionality), Professor Corson has a keenness of insight into the living meaning of things that I can compare only with the power of Mr. Ruskin, or possibly of Professor Dowden, among those now living who have given thought and study to the interpretation of literature.

It is only of recent years that this power has come to expression in books. And these books, remarkable contributions to criticism as they are, do not adequately convey Professor Corson's influence. It is therefore an excellent thing that he has now endeavored to condense the spirit of his teaching into an essay called "The Aims of Literary Study." It will readily be inferred that I consider the

book of extreme value to all interested in the subject. It has the great merit of conveying successfully just what it attempts to convey. I do not think anyone could mistake it. A student of Professor Corson's who reads it feels at once a revival of the old fire that was kindled when he first went into that stuffy lecture-room in White Hall. On others, the effect will perhaps hardly be so striking; but still the book will say what it is meant to say.

The purport of the book will be best given by some extracts; it would lose by the attempt to paraphrase. It is very easy to misrepresent by means of extracts, but I hope the following will give an idea of the direction in which Professor Corson's power has been felt by his students.

"Literature is not a mere knowledge subject, as the word knowledge is usually understood, namely, that with which the discursive, formulating intellect has to do. But it is a knowledge subject (only that and nothing more) if that higher form of knowledge be meant, which is quite outside of the domain of the intellect—a knowledge which is a matter of spiritual consciousness and which the intellect cannot translate into a judgment. It is nevertheless, at the same time, the most distinct and vital kind of knowledge" (p. 25).

"The human spirit is a complexly organized, individualized divine force, which in most men is cabined, cribbed, confined; and in consequence, more or less quiescent; only in a very few does it attain to an abnormal quickening—such a quickening as leads to a more or less direct perception of truth, which is a characteristic of genius. But there have always been men, in all times and places and in all conditions of life, whose spiritual sensitiveness has been exceptional—men who have served as beacons to their fellows. It is the spiritual sensitiveness of the few which has moved the mass of mankind forward. . . The intellect plays a secondary part" (p. 39).

"Being is teaching, the highest, the only quickening mode of teaching; the only mode which secures that unconscious following of a superior spirit by an inferior spirit—of a kindled soul by an unkindled soul. 'Surely,' says Walt Whitman,

'Surely whoever speaks to me in the right voice, him or her I shall follow,
As the water follows the moon, silently, with fluid steps anywhere around the globe.'

And so, to get at the *being* of a great author, to come into relationship with his absolute personality, is the highest result of the study of his works" (p. 57).

"The condition under which our souls silently shape themselves to whatever is, spiritually speaking, most shapely, outside of ourselves, is that we attain to what Wordsworth calls 'a wise passiveness.' It is a thing to be attained to, and a very difficult thing to be attained to, especially in these days of stress and strain in temporal matters. A *wise* passiveness. The epithet 'wise' means wise in heart; and a wise passiveness I understand to be quite synonymous with the Christian idea of humility—that is, not a self-depreciation, but, rather, a spontaneous and even unconscious fealty, an unswerving loyalty, to what is spiritually above us" (p. 10).

"How is the best response to the essential life of a

*THE AIMS OF LITERARY STUDY. By Hiram Corson, LL.D. New York: Macmillan & Co.

poem to be secured by the teacher from the student? I answer, by the fullest interpretative vocal rendering of it. And by 'fullest' I mean that the vocal rendering must exhibit not only the definite intellectual articulation or framework of a poem, through emphasis, grouping, etc., but must, through intonation, varied quality of voice, and other means, exhibit that which is indefinite to the intellect. *The latter is the main object of vocal rendering.* A product of the insulated intellect does not need a vocal rendering" (p. 99).

It is impossible to give the full purport of a book in half a dozen extracts, yet these quotations will, I hope, give an approximate notion of what Professor Corson would have the teaching of English literature. He would have it a force which should form and strengthen the spiritual nature of the student. With his intellect, in and for itself, it would have nothing to do. Spiritual and intellectual,—we know well enough what the words mean, though it is hard to define the precise difference. Now anyone can see the value of such suggestions; the difficulty comes in carrying them out. I believe there will be many a zealous and practical teacher of literature who, having read the book thoughtfully, and considered what it implies in university teaching nowadays, will lay it down with a "This will never do." Such is, in fact, my own feeling, to be quite honest. It will not do,—for university teaching. Professor Corson's answer will be, "So much the worse for the universities and those who are taught there." And to see how good is to come out of the deadlock requires a wiser head than mine. But there are one or two things which should be held in mind.

Universities and colleges at present concern themselves almost entirely with one only of the several elements which should make a part of everybody's education. Surroundings, conduct, art, religion, these are elements of vast importance in education; but with these the university does not particularly concern itself. Whether this confinement of its sphere be for good or ill, may be an open question; but, on the whole, it will be allowed that as a matter of fact the university does very largely confine itself to science. Some universities are devoted to science for its own sake, and not as an educational agent. But our American universities deal chiefly with science for its educational effect. Now the educational effect of science is two-fold: it is special, as when a man who intends to be a chemist studies chemistry, or as when a man who desires to have any sort of information or training pursues the particular study that will give him the informa-

tion and training he desires; and it is also general, as when we consider the strengthening and formative effect of university study as a whole. In these two directions tends almost all university study. It educates a man in particular branches of knowledge, and it gives him also the discipline of scientific thinking. Those things which cannot be brought under one or another head do not, as a rule, have any place in university curricula. Many excellent educational forces have no place in university curricula. Conduct, surroundings, art, religion, have no formal representation there except as dealt with by science. Cardinal Newman, in speaking of a certain theory or philosophy, once said: "Where it prevails, it is as unreasonable to demand for religion a chair in a university, as to demand one for fine feeling, sense of honour, patriotism, gratitude, maternal affection, or good companionship, proposals which would be simply unmeaning." The university, in other words, is commonly regarded as the training-school for the intellect. And in no scheme for intellectual training alone does Professor Corson's literary study find any place; he would be the first to say so. Whether it should be so, is another matter. That it is so, is fully understood by Professor Corson, as we see by his treatment of that essential feature of the present university system, the examination. The university concerns itself with intellectual training; its whole system, and method, and discipline is designed for intellectual training. Other educational forces it deals with only incidentally; they must look out for themselves.

So the matter stands at present. Literature is, in a manner, out of place in the universities. Every good teacher of literature has felt it a hundred times. The study of language is one thing; but the study of literature as one of the fine arts, save as a branch of history or psychology, is not a university discipline. Efforts to make it such result to the detriment of literature as an art. And that gives the relation of Professor Corson's book to present university teaching.

One thing further: In spite of much that may be said, it does not seem to me that the present is a time in which the intellect is accorded too high a place of honor. I should say, on the other hand, that comparatively few people nowadays have had the advantage of an education which has enabled them to use their intellects to full advantage. The time is not overburdened with thought; or if it is, the trouble lies with those who would like to think.

The schools may be full of ridiculous analytic method in the name of thought, but the world is full of ridiculous mental processes of no name at all. One may be heartily in sympathy with Professor Corson's enthusiasm for spiritual education, and yet not acknowledge that we have too much intellectual education. Or we may have too much of it, but it isn't of the right sort. The question is not one of substitution. We must keep on doing one thing (do it better if only we could), and not leave the other undone.

I have tried to show clearly the place of this book of Professor Corson's in our thinking about education. It is a very small book—in fact, it is an 18mo. I wish it were larger, for it ought to hold a place of dignity on the book-shelf alongside of works of greater size but less excellence. In its present shape, however, it will be easier to bind it upon the tablet of the heart—which is rather more to the purpose.

EDWARD E. HALE, JR.

AN UNSUCCESSFUL HISTORY.*

President Andrews, of Brown University, has written a history of the United States, in two volumes. It begins with pre-historic America and ends with the Congress of 1894. A book of this scope, written in good style, giving cleverly an outline of facts for the four centuries in which America has been known, has long been needed. We have school texts, and long scholarly histories; but practically nothing of moderate compass, at once accurate and readable. The series of three little volumes edited by Professor Hart of Harvard are scholarly, truthful, and in every way admirable; but it may be that the form and the method will not make them attractive to the general reader. President Andrews has endeavored to satisfy the need of such a work. The disagreeable task of recording his failure is thrust upon the reviewer.

The author gives seven reasons for the appearance of these volumes. Among them are these: This history is believed to utilize, "more than any of its predecessors, the many valuable researches of recent years into the rich archives of this and other nations"; he has sought to make prominent not only the political evolution, but the social habits and life of the peo-

ple; "the work strives to observe scrupulous proportion in treating the different phases of our national career"; "no pains has been spared to secure perfect accuracy in all references to dates, persons, and places, so that the volume may be used with confidence as a work of reference." These are laudable endeavors; but candor compels us to say that they have never blossomed into actuality, and that the failure of the book is noteworthy in these very particulars.

Whether or not scrupulous proportions have been observed is of course a matter of judgment, and there must be differences of opinion. But it seems to me that, in spite of the importance of the Civil War, a seventh of the whole work is too much to devote to its consideration. There is no space for a discussion of the Hutchinson controversy in Massachusetts, whereas there is a page given to "Wigs" in the chapter on "Social Culture." The chapter on "American Manhood in the Revolution" is well written, but space might have been found for the statement that all of the Americans were not Whigs,—for we are loth to attribute to any reason save want of space the fact that the Loyalists are not mentioned. Of course this leaves the impression that the American Revolution was a vast national uprising, in which everyone entered heart and soul. Space, it seems, might also have been given, if only a line or two, to an admission that we did not always whip the British frigates and schooners in the war of 1812. Common fairness demands this, much as we love to lay the flattering unction to our souls that our Yankee sailors in many a hard-fought battle proved to the arrogant English tar that he had not acquired a monopoly of the ocean. The difference between a well and an ill proportioned book may be seen by comparing Professor Hart's "Formation of the Union" with President Andrews's treatment of the same period.

That the author has not succeeded in his endeavor to bring out the "political evolution" of the country, is as striking as anything else. His treatment of the formation and development of the Republican party, for example, leaves almost everything to be desired. A chapter on the Whig party, which is introduced immediately after the war of 1812, will leave the average reader hopelessly at sea. The word Whig was not used until after 1830. It is distressing to find Webster's defence of the compromise of 1850 treated off before the Missouri compromise. Some regard for chronology is

* HISTORY OF THE UNITED STATES. By E. Benjamin Andrews, D.D., LL.D., President of Brown University. In two volumes, with maps. New York: Charles Scribner's Sons.

desirable in a popular work. Federalism and anti-federalism are neither adequately nor clearly treated. The difference between strict and loose constructions is thus given: "In matters relating to the powers of the general government, ought any unclear utterance of the Constitution to be so explained as to enlarge those powers, or so as to confine them to the narrowest possible sphere?" Surely a consideration of Hamilton's famous defence of the Bank Bill, and of Jefferson's attack upon it, might have begotten a more distinct and scholarly statement than this. But in this, as in nearly everything else, the book betokens haste. The author has not taken the time either to turn to the opinions of the men in this famous controversy, or to formulate for himself a clear and thoughtful definition of the doctrine of implied powers.

The effort to have this volume strictly accurate "in all references to dates, persons, and places" has not been successful. Complete and absolute accuracy is perhaps not a possibility for anyone; but the author of this book might have achieved greater success in his attempt to reach the unattainable had he been careful and slow. Space will not be taken to give a list of all the mistakes. The following examples will suffice: Of the five maps, three have gross errors and a fourth is misleading. The worst is perhaps the map purporting to show the "United Colonies at the beginning of the Revolution." There never was such a country thus divided. The map bears on its face marks of its own absurdity. The Northwest Territory, for example, organized in 1787, is found on this map. The Southwest Territory is there as well. And yet Tennessee had been admitted by the time the Territory of Mississippi was formed, — although this also finds its place here. Other mistakes in the map need not be mentioned. On the map showing the progressive acquisition of territory, West Florida is given as part of Louisiana. It is true, we claimed it as part of our purchase from France; but modern research has shown that our claim and our seizure were unjustified by any sound title. The map introduced to illustrate the "United States after the admission of Arkansas" is misleading. The author may have had the right idea, but the purpose of a map is graphically to show facts. What is here called the "Northwest Territory not yet admitted," was Michigan Territory. Florida was not yet a State in the Union, as it here appears to be.

It may be worth while to point out a few

other inaccuracies. It is not a pleasant task to make a review chiefly a list of blunders, but only a recital of some of these can serve to substantiate a final judgment on the book. Columbus did not die in 1505; nor is it by any means certain that the "Columbus remains till recently at Havana" are "those of his son Diego." The following statement concerning the founding of Massachusetts is, to say the least, inaccurate: "Boston was made the capital. Soon emigrants came, and Charlestown was founded." As a matter of fact, the founders passed from Charlestown to Boston. The year 1688 is not generally accepted as the date of the founding of Harvard College. McHenry was not "second Secretary of War." The first Congress did not establish the mint. It is flattery to say that Jefferson was "ardent for the Constitution" while it was before the people for adoption. France gained possession of Louisiana in 1800, not 1801. The author gives the price which we paid for this accession to our territories as eighty millions of francs, "we to assume in addition the French spoliation claims of our citizens." As a matter of fact, the price was *sixty* millions of francs, to be taken by France in the form of United States bonds for \$11,250,000. We were also to pay the debts which France owed to American citizens; these were estimated at \$3,750,000, or twenty millions of francs, the whole sum being \$15,000,000, or eighty millions of francs. Again, a glance at a trustworthy map would have precluded the author from saying that Harrison pursued Proctor "up the River Thames to a point beyond Sandwich." Sandwich is not on the Thames, but several miles south of the mouth of that river. At St. Clair's defeat the Indians were not "under the redoubtable Joseph Brant." There is some evidence that Brant was there and gave some advice to the head chieftain, but the Indians were under Little Turtle. It is not just accurate to say that the fort on the Maumee Rapids was "*still held*, fifty miles within our lines." The fort was not built till 1794. It is difficult to determine what the author could have had in mind when he says: "By 1840 nearly all the land of the United States this side the Mississippi had been taken up by settlers." There is a very evident misprint, such as might escape anyone, on page 361 of Volume I. Marshall was not one of the signers of the Treaty of Ghent. Genet was not succeeded by Adet; Fauchet intervened. The tables of population of the Colonies are misleading. It is absolutely impossible to give

exact figures, and it is perhaps not too much to ask that the author give some indication that his statements are only estimates. The words about the famous Ordinance of 1787 are so wrong and misleading that they are worth quoting:

"July 13, 1787, Congress adopted for the government of the Territory the famous Ordinance of 1787. It provided for a governor, council, and judges, to be appointed by Congress, and a house of representatives elected by the people. Its shining excellence was a series of compacts between the States and the Territories, which guaranteed religious liberty, made grants of land and other liberal provisions for schools and colleges, and forever prohibited slavery in the Territory or the States which should be made out of it."

A comparison between these statements and the words of the famous Ordinance would be interesting.

There are good things to be said about these volumes. The language is at times terse and to the point. Whenever the author has taken the time to look up his materials and to arrange them, he has shown power in narration and great vigor in description. In spite of the roughness of the style, one is often hurried along with a sense of genuine pleasure, and is at times aroused to real enthusiasm. This power has its dangers; for the writer of a popular narrative is always tempted to make sweeping assertions, and to declare in broad phrases a mixture of truth and fiction which is more characteristic of the historical novel than of history.

One would like to be able to say that, in spite of occasional errors in fact, the generalizations and final judgments of these volumes are sound and trustworthy, and that the narrative is so arranged that the reader is led to a judicious and sensible comprehension of the drift and scope of our history. But it is impossible to reach that decision. The book has been written in the utmost haste, at a reckless rate of speed, and the indications are apparent on almost every page. Careful and thorough revision may do something to correct blunders, modify paradoxical judgments, and give sequence and clearness to the narration.

A. C. McLAUGHLIN.

It was recently suggested in *THE DIAL* that a Ranke centennial celebration was among the possibilities of the present year, and it is now learned that a monument has been planned, to be erected at Wiehe, the native place of the historian, on December 21, his birthday.

SOME RECENT BOOKS ON EDUCATION.*

The first four books in our present list had, in a general sense, the same origin. This is described in the common preface that introduces them to the reader. This preface, which is signed by Mr. R. D. Roberts, recites that the Gilchrist Trustees, for whom he is Secretary, decided, in the early part of 1893, to send five women teachers to the United States, for the purpose of studying and reporting upon secondary schools for girls, and training colleges for women, in different parts of the country; being moved thereto by the growing interest in secondary education in the United Kingdom and the important problems there awaiting solution. The Trustees made their intention widely known, and invited the governing bodies of the various women's colleges and associations of teachers to submit to them names of persons specially qualified to undertake such a mission. From the list of names thus furnished, after careful consideration of the qualifications of the candidates, the Trustees elected the five ladies whose names appear on the title-pages of these books, and awarded to each of them £100 to enable them to spend two months in the United States in prosecuting their inquiries. The five scholars made their visits as proposed, and on their return home submitted carefully prepared reports of what they had seen. The Trustees have aided also in the publication of the reports, believing that a knowledge of educational systems and experiments that have been tried in America cannot fail to be of interest and value to teachers in the United Kingdom. These facts we have stated, not merely because they serve to

* *METHODS OF EDUCATION IN THE UNITED STATES.* By Alice Zimmern, Late Scholar of Girton College, Cambridge. Mistress at the High School for Girls, Tunbridge Wells. London: Swan, Sonnenschein & Co. New York: Macmillan & Co.

GRADED SCHOOLS IN THE UNITED STATES OF AMERICA. By Mary H. Page, Head Mistress of the Skinners' School, Stamford Hill. London: Swan, Sonnenschein & Co. New York: Macmillan & Co.

THE TRAINING OF TEACHERS IN THE UNITED STATES OF AMERICA. By Amy Blanche Brainwell, B. Sc., Lecturer at the Cambridge Training College for Women Teachers; and H. Millicent Hughes, Lecturer on Education and Head of Training Department University College, South Wales and Monmouthshire. London: Swan, Sonnenschein & Co. New York: Macmillan & Co.

THE EDUCATION OF GIRLS IN THE UNITED STATES. By Sara A. Burstall, Scholar of Girton College, Cambridge, and B.A. University of London. London: Swan, Sonnenschein & Co. New York: Macmillan & Co.

THE EDUCATION OF THE GREEK PEOPLE, and its Influence on Civilization. By Thomas Davidson. (International Education Series.) New York: D. Appleton & Co.

THE EVOLUTION OF THE MASSACHUSETTS PUBLIC SCHOOL SYSTEM. A Historical Sketch. By George H. Martin, A.M., Supervisor of Public Schools, Boston, Mass. (International Education Series.) New York: D. Appleton & Co.

SYSTEMATIC SCIENCE TEACHING. A Manual of Inductive Elementary Work for all Instructors. By George Gardiner Howe. (International Education Series.) New York: D. Appleton & Co.

explain the appearance at the same time, from the same publishing houses, of four works on such closely related subjects, but more especially because they suggest the remark that holders of educational trusts, and other persons interested in education, in this country, could render the cause they have at heart a service by emulating the example of the Gilchrist Trustees. While the practice is by no means an unknown one in our educational annals, it is still one that might be extended with much advantage.

Before the embassy left England, it was found advisable, in view of the magnitude of the task, somewhat to divide the responsibility; three of its members undertook to visit and report upon institutions offering the means of general education, while the other two occupied themselves exclusively with investigating the provision made in the United States for the training of teachers.

The four, or rather five, reports are such in the strict sense of the term; they are primarily books of facts, statistics, information, rather than argument and criticism. Page on page is filled with literal transcriptions of courses of study, programmes, time-tables. The writers seek to inform their countrymen in respect to matters that, they think, should interest them, and not to correct the shortcomings of American teachers and educationalists. We see no trace of that self-consciousness which listens for an American reflection. While we meet with many errors of detail in all the reports, as is natural, we cannot doubt the desire of their writers to get at the exact truth. When they overlap, they do not always agree in facts or conclusions, owing partly, but not wholly, to the fact that their observations in some measure lay in different fields. Miss Page, for instance, observes: "Speaking generally, the impression that I received was not only that originality and individuality were allowed full play [in the schools] where they were good, but that the course of study, followed up as it is with frequent supervision, proved a great corrective of the mistakes which so often take place in the hands of a weak teacher." Miss Zimmern, on the other hand, thought too little liberty was left to teachers. "It is believed that careful supervision and superintendence may do much toward obtaining good work from a merely average teacher; and as the great majority of the American teachers are untrained, and may have had no teaching beyond that of the High School, and not always that, some such system is absolutely necessary to keep up the standard of work. It appears, on the whole, to work well and economically, though it is impossible that it should not sometimes be galling for a really capable teacher to have to follow such minute directions as are laid down in many of the courses of study." We need hardly say which of these writers saw farther into the general conditions actually existing.

It must not be supposed, however, that the reports contain no criticism. The two or three stronger ones contain plentiful discussion, put often in the

form of comparisons of selected points in English and American educational practice. As a result, the American reader who is not already informed upon the subject will find in them much useful information in respect to English schools, teachers, and methods. Still, the great point of interest for such reader will, no doubt, be the impression which our systems made on the minds of the five cultivated English ladies, all practical teachers, and all intent on discovering what they could that might prove advantageous to themselves and their co-workers in the good cause.

All the ladies seem to have been deeply impressed by the depth of enthusiasm for education that they met with everywhere. Miss Burstall thinks the causes are these: The democratic constitution of the country; the estimate put upon the public school as a means of assimilating the vast foreign emigration and as a pledge of national homogeneity; and education as a means of preserving the ideal and spiritual elements of human life in the midst of a material civilization.

We have been particularly interested in the remarks made by several of the writers about the teaching of English and English literature as they saw it in our schools. Miss Zimmern thought the general standing of English language teaching low, but was especially impressed by the excellence of the literature. We venture to quote one of her most interesting and suggestive pages.

"The teaching of English literature in America possesses peculiar interest for the English visitor. If it is true that to understand Old England, we ought to see New England, where many of our old customs are still fresh and living, it is equally true that if we want to find a real living love for our English Classics, we had better seek it in the United States than on this side of the water. In many of our schools there is hardly such a thing as literature teaching at all. There is a lesson bearing that name on most time-tables, but it is often a lesson in language, not always of a systematic character, a great part of the time being given to studying etymology of out-of-the-way words, and discussing little of unimportant details in set books. This deterioration in our literature teaching is due to the too successful attempt to make literature an examination subject, coupled with the disastrous system of prescribing set books to be read, re-read, criticised, paraphrased, patronized, and found fault with by young immature critics. The whole aim of literature teaching to train the mind to love of the beautiful, is forgotten in the necessity of cramming notes for examination. Reverence and awe, which it should produce in young minds by the presentation of the beautiful, is exchanged for a desire to spy faults quickly, and thus gain marks on questions set in the examination about Shakespeare's inconsistency, anachronisms, misinterpretations of history, etc."

Not second in interest to any of the other volumes is the one containing the parallel reports of Miss Bramwell and Miss Hughes on the training of teachers. The two ladies travelled together, but have made separate reports, each writing in total ignorance of what the other was saying.

All the books are written in an appreciative but

temperate spirit. There is no fulsomeness or exaggeration on the one part, or detraction on the other. Miss Bramwell, for example, sums up her observations of the training of teachers in this self-contained manner:

"1. That the State Normal Schools, adhering to old traditions, and failing to insist on adequate and thorough scholarship as an entrance qualification, have been obliged to devote themselves, either to securing that scholarship, or to the pursuance of so-called training under conditions the most conducive to mechanical lines of work and dead forms of method.

"2. That the City Training Schools, being entirely local institutions, supported by local funds, and only supplying teachers to the schools of the vicinity, are in danger of being cramped in their methods by seeking to win public favor.

"3. That the University Departments of Pedagogy, especially those belonging to State Universities, are capable of affording the widest and best opportunities for the thorough training of primary and secondary teachers, and in supplying these opportunities, they will not only help forward the cause in which they are immediately engaged, but afford a valuable means of unifying and stimulating education generally."

If one were searching for the most striking evidence of the great growth of interest in education in this country the last few years, he would perhaps find it in the series of volumes bearing the collective title of "The International Education Series." It must have required no little faith, on the part of editor and publishers, to undertake so extensive a scheme; and experience has amply justified them. The first volume of the series appeared in 1886; the last one is the twenty-ninth in order, and still others are to come. We are not, indeed, shut up to the conclusion that so extensive a series was necessarily contemplated, and are quite at liberty to suppose that, had it been less successful, but few volumes would have appeared; but the editor's original announcement shows that the whole plan lay in his mind as clear in 1886 as it does to-day. He is to be congratulated, and his publishers also, on the success of the enterprise.

Quite the most notable of the three latest contributions to the series is that on "The Education of the Greek People, and Its Influence on Civilization." Some time ago, Professor Davidson, in his admirable work entitled "Aristotle and the Ancient Educational Ideals," as he says, "set forth the facts of Greek education in historical order"; while his present purpose is to "show how the Greek people were gradually educated up to that stage of culture which made them the teachers of the whole world, and what the effect of that teaching has been." The one book gives a more objective or external view, the other a more subjective or internal one. The two, therefore, supplement each other; and it is unfortunate that they could not have appeared in the same series. While we find it quite impossible to give to the present volume the space that it richly deserves, we cannot refrain from calling particular attention to the Introduction, which is one of the

clearest and most satisfactory pieces of educational writing that we have recently seen. For a long time there has been an infinite amount of talking and writing about "nature" and "the natural" in education, much the larger part of which has been done by men who either had no clear ideas of the terms they used, or who failed to express them. With these ideas, this Introduction deals in the most lucid and convincing manner. The writer begins with telling us that, as applied to living things, the word "nature" is used in two senses. "In one sense, it is the character or type with which a thing starts on its separate career, and which, without any effort on the part of that thing, but solely with the aid of natural forces, determines that career." The acorn, bean, chick, and whelp, are given as examples. "In the other sense, 'nature' means that highest possible reality which a living thing, through a series of voluntary acts, originating within or without it, may be made to attain." Thus the rose, the orange, the dog, may be brought to such ideal or "natural" perfection through the acts of man; while man himself, partly through the acts of others, and partly through his own self-activity, attains his own perfection. These natures may be called, the one "original" and the other "ideal"; and it is in the line of the second one that the work of education lies. "The aim of education is to develop man's ideal nature, which may be, and very often is, so different from his original nature that, in order to make way for the former, the latter may have to be crossed, defied, and even to a large extent suppressed." This is going to the root of the matter. The very important distinction between education and erudition is drawn, and then followed up by these wise words:

"It is the failure to draw this necessary distinction between education and erudition that is misleading our universities into the error of allowing students to 'elect' specialties before they have completed the cycle of education; the result of which is that we have few men of thorough education or of broad and comprehensive views. If this evil is ever to be remedied, our universities will be obliged, either to abandon this practice, or else to give up all attempt to impart education, and devote themselves solely to erudition, leaving the other to academies, gymnasia, or the like."

In narrating "The Evolution of the Massachusetts Public School System," Mr. Martin—unlike Mr. Davidson—has given us, not a book of thoughts, but a book of facts and comments. And very interesting and important facts and comments they are. They give us a clear and just view of the evolution of the public school system of Massachusetts, which, when all is told, is the most complete system that we have to offer to the attention of the world. The writer shows conscientious industry in collecting facts, skill in narration, and also a considerable facility in literary illustration, whereby he renders interesting a subject that could easily be made tedious and repellant. His book, no doubt, grew out of a pitched battle over public-school pio-

neering, which Mr. Martin and President Draper waged a year or more ago in the pages of "The Educational Review"; but the book is thoroughly good in tone, and is in no sense keyed to the controversial note. There is much need of similar books devoted to other States, and particularly the State of Connecticut. The State Monographs published by the Bureau of Education, while good in their way, still leave much to be desired in completeness of treatment.

No competent judge will claim that the efforts that have been made in the last ten or twenty years to give efficient science-teaching in the schools have been as successful or satisfactory as could be desired. Possibly science-teaching has some intrinsic difficulties; certainly school managers have not been able to obtain, even when they desired to do so, the services of competent science teachers, in adequate numbers. It takes time to introduce a great subject, and still more a great group of subjects, into the schools in such a way as to obtain from it the best educational results. Of the several manuals looking to the proper preparation of science teachers that we have seen, Mr. Howe's "Systematic Science Teaching" is the most complete. It shows the marks of large experience and great labor on the part of its author. While only an expert, or a competent teacher who has thoroughly tried the book, can pass authoritatively on its merits, anyone who has a good general knowledge of the work of schools and teaching can see at a glance that even the common teacher has here a whole magazine of hints and suggestions that he can reduce to immediate practice, even if he never becomes able to use the whole apparatus of method which the author has provided.

B. A. HINSDALE.

SKEAT'S GREAT EDITION OF CHAUCER.*

Since Chalmers published, in 1810, his edition of Chaucer's Complete Works, in prose and verse, with the addition of a good deal of spurious matter, no scholar has till now dared to edit a complete Chaucer. And it was well that they waited; because it is only by the tremendous preliminary work of Dr. Furnivall that a new and worthy edition of Chaucer has been made possible. Perhaps Dr. Furnivall was not the first to recognize the fact that complete possession of all the authoritative manuscripts of Chaucer was essential before a new edition could be undertaken; but certainly to his unparalleled energy was due the foundation of the Chaucer Society (in 1868), which made possible the magnificent Six-text edition of "The Canterbury Tales" (1877), the faithful edition of the Harleian MSS. (1885), the parallel texts of the "Minor Poems" (1880), the editions of "Troilus" (1882), of "Boece" (1886), etc.

* THE COMPLETE WORKS OF GEOFFREY CHAUCER. Edited from numerous Manuscripts, by the Rev. Walter W. Skeat, Litt.D., LL.D., etc. In six volumes. Oxford: The Clarendon Press. New York: Macmillan & Co.

On the basis of this work of Dr. Furnivall rests Professor Skeat's new and great edition of Chaucer. The just reputation of Professor Skeat as a thorough and admirable scholar in Early English, as one of the best annotators of Early English texts, his previous editions of *Piers Plowman*, of Barbour, of Chaucer's "Minor Poems" and "Legend of Good Women," of several of the "Canterbury Tales," his "Etymological Dictionary," and the learning displayed in these and other works, justified high expectations upon the announcement of this new complete edition of Chaucer. And now, that the six volumes have been published, we can justly say that they form the best edition extant, and the best edition ever published; that they represent an edition for which not only every "general reader" of a high order, but also every scholar, must be grateful. I wish to lay additional stress on this preliminary statement, because some of the following detailed remarks, which represent the dark side of the picture only, might seem to clash somewhat with this favorable judgment.

The first volume consists of some introductory matter, a short biography, a list of Chaucer's works, and contains besides the text of the "Romaunt of the Rose" and of the minor poems, with introductions. In the annalistic biography I do not miss anything; but when, under 1373, Dr. Skeat says of Chaucer's first visit to Italy, "All that is known of this mission is that he visited Florence as well as Genoa, and that he returned before Nov. 22, 1373, on which day he received his pension in person," he does not lay sufficient stress on the fact, brought to light by Dr. Furnivall in 1873, and mentioned by Skeat only in a note, that Chaucer's accounts of this journey run for the period between Dec. 1, 1372, to May 23, 1373. It would be strange indeed if these accounts had stopped in the midst of his journey. The more natural interpretation seems to be, that Chaucer's journey did not last more than six months; and so this document would corroborate what Professor Lounsbury expressed, for the first time I think, in the introduction to his edition of the "Parliament of Fowles"—that Chaucer had no time to learn Italian in Italy, but was sent there just because of his knowledge of the Italian language. Besides, the document seems to show that Chaucer returned months before the 22d of November, there being no evidence that he stayed longer than May 23. The burden of proof, then, rests upon those who assume the later date.

When Mr. Skeat (p. liii.) "confidently" dates the coarser passages of "The Canterbury Tales" after 1387, the date of the death of Chaucer's wife, because his wife, Mr. Skeat seems to suppose, kept him at the apron-strings of prudery, I cannot suppress a mischievous counter-conjecture that possibly Mrs. Chaucer, like many other worthy ladies of her time, would by no means have objected to the prologue of the "Wife of Bath," and many another passage which would not do in a "coeducational" Chaucer class.

The paragraph headed "Personal Allusions," in which Dr. Skeat includes matters relating to the person of the poet, seems to me far from complete. I miss a mention of Ballerstedt's careful essay on Chaucer's descriptions of nature, an essay which contains matter that Dr. Skeat might have made use of to advantage. Moreover, some observations on Chaucer's humor, on his theory of life, more satisfactory references to his religious views, etc., would have been desirable. Among the "Historical Allusions," no mention is made of Harry Bailey, the record of whose parliamentary career was first made public (as far as I know) by Rendle and Norman in their charming book on "The Inns of Old Southwark." A quotation from this book on the "Tabard Inn" would have formed a welcome addition to this chapter. I am sorry, too, that Mr. Skeat, in his paragraph on the portraits of Chaucer, does not aim at greater completeness; and that in his paragraph on "Allusions to Chaucer," he does not give a fuller list of Lydgate's references to his "Maister." This would belong, of course, more to the long-expected volume to be called "Chaucer's Praise"; but in the mean time fuller information on this subject would have been very welcome.

The chronological "List of Chaucer's Works," (p. lxii.) is too meagre; and Dr. Skeat's words, that the list is "arranged as nearly as [he] can conjecture," are misleading. Dr. Skeat is not the first to make conjectures about the chronology of Chaucer's writings; and the best conjectures, even of a Professor Skeat, would not go a long way if they were not based on or supplemented by the serious work of other scholars. As in the third volume, in the introduction to the "Legend of Good Women," we find Ten Brink's chronology quoted, we may ask, why did Mr. Skeat not save space by combining the two lists? and why did he not heighten the value of this list by adding a full account of the work of his predecessors in this line? If he had given a synopsis of conjectural dates, references to the sources and to his own reasons, he would have done an instructive, a highly interesting, and a necessary piece of work. A careful study of the question would also have disclosed to him the fact, which, as far as I know, has not yet been recognized, that a French period of Chaucer's work (but no Italian period) had been suggested long ago by Pauli, years before Ten Brink's epoch-making book. Inasmuch as, according to Dr. Skeat's own confession, Ten Brink's Skeat till 1887 (although Dr. Furnivall had published "Studien" (1870) remained unknown to Professor Skeat), we fully believe that Mr. Skeat arrived at his conclusions independently; but it is in the nature of scientific investigation that a man cannot do everything alone, that he must have the same great principle as our friend the clerk of Oxford, who "gladly wolde lerne and gladly teche." The work of a man like Ten Brink, who was not even an "inevitable German," but a Dutchman by birth, can be neglected, or slighted, or

pushed aside, only at the peril of the scholar who is guilty of such disregard. Professor Skeat's attitude in this instance bears an unfortunate resemblance to that of Mr. Sweet in his remarks upon supposed followers and in his silence with respect to his own predecessors.*

The introduction to the "Minor Poems" is, as far as I can see, a reprint of the introduction to Dr. Skeat's former edition; but what was very good for the old edition may be in some respects insufficient for a new one, and out of place in it. So, I think, Dr. Skeat's paragraphs on "Early Editions of Chaucer's Works," his old description of Stowe's edition, his remarks on Caxton's editions, do not belong to this place in a complete edition, but to another part of the work altogether. Dr. Skeat's list of the MSS. (p. 49) would have gained greatly in value if he had seen fit to add approximate dates to each and every one of the MSS. which he describes, —not merely to a few. Here again he might have reproduced more fully, or considered critically (with reasons added), what had been brought to light by the labor of Bond, Thompson, Furnivall, and others. To give only a few instances, Dr. Skeat's description of Ms. Gg 4, 27, does not include any date at all; from Dr. Furnivall's autotypes (of leaves 433, 395, 416, 432, etc.) we learn the approximate date 1430-40; from the autotype of leaf 332 we learn 1420-30; from his "Temporary Preface" (51) we get the date 1430-40; and the same valuable publication gives us even Dr. Furnivall's view of the dialect of the MS. (p. 59). Why does Dr. Skeat not quote this? The autotype of one leaf of Add. MS. 10340 informs us that the date is about "the first third of the 15th Century"; why does Dr. Skeat not quote this? The Tanner MS. 346 Dr. Skeat calls "a fair MS. of the 15th Century," —a very safe, but too vague conclusion; from Schick's "Temple of Glass" I see that some authorities on whom Schick, a careful scholar, relies, date it between 1400-1420. Fairfax MS. 16, Dr. Skeat dates as "of the 15th Century"; in Schick I find it dated "about 1440-1450"; now if Dr. Skeat could not accept this date, if he regarded it as given on insufficient authority, it would have been his duty to state this; he would greatly have obliged many a scholar not living within the reach of the English libraries.

The introductions to the separate "Minor Poems" contain the old material, and the same seems to be the case with regard to the notes. As in the old edition, a good deal of information given in the introductions is repeated in the notes; so the explanation of the "Herines" given on page 62 is repeated on p. 461. Likewise at p. 64 we read, "The whole

* I am here referring to a remark in the preface to Sweet's new edition of the Anglo-Saxon Reader: "It will be found that my successors follow me pretty closely. Thus, Kluge shows his approval of the way in which I have accomplished the difficult task of making a selection from the Laws by reprinting my extracts bodily." Unfortunately "The Laws of Ine" are to be found in "Leo's Reader," published in 1838.

poem (the 'Complaint of Mars') is supposed to be sung by a bird and upon St. Valentine's day"; and on p. 495, "The whole of this poem is supposed to be uttered by a bird on the 14th of Febr."; and similar repetitions are to be found in the introductions and the corresponding notes to almost all the poems (pp. 80 and 542; 82 and 550; 85 and 556; 86 and 562; 559; 88 and 563, etc.).

The introduction to the "Romaunt of the Rose" contains a short history of the question of its authorship, a sketch which, oddly enough, begins with Dr. Skeat's own little essay on the subject published in 1880, and mentions neither Ten Brink's observations made in 1870 and 1871 (of which Mr. Skeat has known since 1887) nor Professor Child's doubts and ingenious conjectures made in 1870. Did Dr. Skeat not realize that in these observations of Ten Brink and Child (as Kaluza also observes) the theory by which Dr. Skeat and others happen to swear now was virtually stated? For Dr. Skeat, the whole question seems to end with Kaluza's essay, which he apparently regards as final. Dr. Skeat does not even mention Ten Brink's first view, nor Professor Lounsbury's views, which might be supported by other reasons than those attacked in Kittredge's study. The bare possibility of any hypothesis different from the one which he advocates seems never to have dawned upon the mind of Professor Skeat. The authorship of the "Romaunt of the Rose" seems to be a subject on which the views of scholars will change from decade to decade. But nevertheless, opinions will be pronounced with the utmost confidence and with passionate denunciation of opposite views, while a modest "if" and "perhaps" will be forgotten for the time being by both parties.

Dr. Skeat, in a paragraph on the French "Roman de la Rose," quotes Henry Morley, who is no authority on the subject, and fails to mention Langlois' painstaking and splendid work on the sources of the Roman; the oversight of Soltoft-Jensen's essay on Alanus and the Roman ("Nordisk Tidsskrift for Filologi," 10, 3) is more pardonable. In the introduction to the "Parliament of Fowles," no mention is made (as far as I can see) of Professor Lounsbury's excellent edition; and when Dr. Skeat refers to Koch's actual discovery of the historical background of the poem in these words, "See on this subject Dr. Koch's discussion of the question in *Essays on Chaucer*," I think that the English language might have expressed the plain fact more clearly. Koch "discussed" the question indeed, but he is the discoverer of the whole matter, and Dr. Skeat merely the copyist.

Before speaking of the text of the "Minor Poems," we should give Mr. Skeat's statement from the "General Introduction": "In each case the best copy has been selected as the basis of the text, and has only been departed from where other copies afforded a better reading. All such variations, as regards the wording of the text, are invariably recorded in the footnotes at the bottom of the page

. . . but I have purposely abstained from recording variations of reading that are certainly inferior to the reading in the text." These words first appeared in the prospectus, and I confess to an uneasy feeling upon the first reading of them. A great edition, utilizing the vast results of the labors of the Chaucer Society, ought to utilize them in such a manner that the personal element, the personal interference of the editor, would be reduced to a minimum. What seems an "inferior" reading to me may be in the eyes of another the better reading; another may shed a new and clearer light on it; and this new light may bring out a hitherto hidden superiority. *De gustibus*, etc., too, should be a warning against being too positive. How many great scholars in Shakespeare philology, and elsewhere, have shown lamentable lack of taste! Should we prefer Bentley's Milton to the old text? Not even for Bentley's sake! With these principles in mind, I have made an examination of Professor Skeat's text of the poem "Truth," and give now part of the result.

Of the eighteen texts (seventeen manuscripts and Caxton's print) which have been re-published by the Chaucer Society, seven are enumerated by Mr. Skeat, the other ten (or eleven) are sweepingly referred to by the simple word "others." Being myself interested in a certain kind of statistics—although not in that kind which has become part of philology nowadays,—I require greater accuracy. These seven MSS., Mr. Skeat, like Koch before him (*Anglia* 1881, 4, 105; edition of *Minor Poems*, 1883, p. 24) divides into two groups, one group (I suppose) being regarded as "superior," the other as "inferior." But taking the test-lines, 2, 6, 8, 10, 19, 20, as a basis, I have come to the conclusion that we have to distinguish at least three, probably four, different groups. Taking the Ellesmere MS. as a basis, which for "Truth" seems not quite as good as the Additional and scarcely better than the Philipps MS., Mr. Skeat's text has in line 2 the harsh and not at all "simple" reading: "Suffice unto thy good." The reading of the Fairfax MS. ("Suffice the thy good") is given in the note and called "capital," but the equally good reading of the Philipps MS. ("Suffise the thyne owne") is ignored, as well as the equally good reading of the Add. MS., "Suffise thin owen thing." Although Mr. Skeat says of the decidedly bad reading of the Ellesmere and other MSS., "The sense is simply [!] Be content with thy property, though it be small," he does not really explain it, nor does he support it by a sufficient parallel quotation. Mr. Skeat does not mention the reading "with fastnes" (of the second Fairfax copy); nor does he quote the reading "lyuyng" (of an Add. MS.) in the foot-note; nor does he register the reading of two MSS., *yf* (*yef*), for "though" in the same first line; and when he says, p. 551, seven MSS. have "suffice unto thy good," the seven ought to be changed into a ten (or, counting Caxton's print, eleven). This inaccuracy seems to be due to Skeat's

not having taken any notice of the texts of "Truth" published by the Chaucer Society since the date of his first edition of the "Minor Poems."

In line 4, the reading *blynd* of two MSS. is not quoted, nor is the reading "*is blent*" of nine MSS. registered, by the side of *blente* of the Phillipps MS. In line 5, the reading of the same MS. *Favour* is not registered, nor *thou* for *thee*. In the note to line 6 we read, "Most MSS. read *Werk* or *Do*; only two have *Reule*;" but the facts are that four MSS. have *werke* (*wirke*, *wirche*), four MSS. (not two, as Mr. Skeat affirms) have *Reule* (*Reule*, *Rule*), two MSS. have *rede*, seven MSS. have *do* (*doo*), and one MS. inserts a different line; the adverb *weel* is omitted by two MSS.; one MS. has *men for folk* (or *folkis*, one even *forkis*!). In line 7, "*thee*" stands before "*delyuere*" in fourteen MSS.; and the statement of this fact would have been more useful than the whole paragraph against this reading (p. 551), and indeed, would seem to have been necessary at page 390, where the reading is given as that of one [!] MS., the Trinity College MS. In a note to line 8, referring to the reading "Tempest thee noght" we are informed that Harleian, Fairfax, and Trinity MSS. read *Peyne*; but there is nothing in these words to suggest the fact that *Peyne* is the reading of seven more MSS. — that is, of eleven in all; we do not learn, that *Tempest* is the reading of five MSS.; that one MS. has *Ne study not*, and another *Restreyne the not*; the *eche*, *yeche*, etc., the *croked* of six MSS. and the *every* of one MS. are also not registered. In line 10 for *gret reste* are quoted four MSS., whereas it is the reading of fifteen MSS.! *Mych wele* occurs in the Phillipps MS. as well as in the Add. MS.; *Meche rest* of the Corpus MS. is not mentioned, nor the different line in Add. MS. 22139. The reading (l. 11) "*Bewar therfore*" and "*Beware alsoo*" of twelve MSS. for "*And eek bewar*" is not given; nor the wholly different reading of the Corpus MS., nor the reading *wall* of two MSS., nor "*hille*" of one (the latter being a clerical mistake, indeed, so that the omission is excusable after Skeat's preliminary statement). In line 12, the second Add. MS. has a different line, and instead of *with the wal* we have *ayens* in three MSS. In line 13, the reading *Deme thiself* of Caxton is not given, nor the *Davente ay* of the Harl. MS. In line 19, the reading "*Knowe thi contre*" is in six MSS.; *Looke up on hye* is the reading of ten MSS. The reading of two MSS. *lyft up thyne ene* and *lyft vp thy hert*, is as little recorded as the "*thank thy god*" of three MSS. or the "*our lorde*" of another MS., etc., etc.

The perusal of this list will be no more interesting to the reader of these lines, I am sure, than the careful comparison was to me; but it helped me to form an opinion on the value of the text, and of Mr. Skeat's views about the inferiority and superiority of a reading in general. Should it turn out to be a fact, — as I sincerely hope it will not, — that Mr. Skeat's text of all the other poems is as inac-

curate as his text of "Truth," we should be forced to the conclusion that the text, very readable as it is, and perhaps sufficient for ordinary purposes, is certainly not a *final* one, and certainly lacks the first requirement of a good text — a full consideration and a patient registration of all the MS. material.

On page 510, Dr. Skeat ought to have inserted, instead of the old Dante quotation for the inscription over the gates in the "Parlament of Foules," the real original which is to be found in Boccaccio, as Koeppel has shown (*Anglia* 14,233).

The second volume contains the texts of "Boece" and of "Troilus," with introductions and notes. In the printing of "Boethius," Mr. Skeat, following the ingenious suggestion of Bradshaw, has given Chaucer's explanations in italics. That it was Bradshaw who first suggested this, Mr. Skeat does not take the trouble to tell us; but I learn it from a note of Furnivall's in his edition of "Boece," page V. It is a pity that Mr. Skeat's introduction does not take any notice of Hodgkin's great chapter on "Boethius," which, as well as Dahn's results, would have modified considerably the old-fashioned *Gibbonesque* eulogy of Boethius. On page xvi., Dr. Skeat quotes the antiquated remark of Bohn on the Tavistock print of Walton's "Boethius," not knowing that a copy of it is in Magdalen College Library, Oxford. He does not mention the extracts given from Bracegirdle's "Boethius" in *Anglia* XV. That Mr. Skeat did not use Peiper's edition of the original is also a pity.

The introduction to "Troilus" contains some good things, but it is far from complete; it does not even utilize all the material gained from the sources in several separate German dissertations (better than the average). Professor Skeat says in this Introduction: "This is not the place for a full consideration of the further question as to the sources of information whence Boccaccio and Guido respectively drew their stories. Nor is it profitable to search the supposed works of Dares and Dictys for the passages to which Chaucer appears to refer; since he merely knew these authors by name, owing to Guido's frequent appeals to them." I wonder where "the place for a full consideration" of these and other questions should be, if not here? Professor Skeat's remarks do not supersede Ten Brink's theory with regard to Benoit.

The third volume contains the "House of Fame," the "Legend of Good Women," the "Astrolabe," and an introductory essay on the sources of "The Canterbury Tales." I miss, under the "Imitations of the House of Fame" (a paragraph that is, as usual, given twice — first in the introduction and then in the notes, p. 243, any reference to the careful article of Paul Lange on Gawen Douglas and Chaucer. It is stranger still that Mr. Skeat "is not aware that anyone has ever doubted [his] result" as to the Priority of the "A" Prologue of the Legend (p. xxi.) Here again Skeat is, unfortunately, quoting his old separate edition (p.

xiii.), and has taken no notice of Ten Brink's last essay. Skeat's comparison of the two forms is incomplete (p. xxii.), even overlooking the three allusions to Chaucer's age, duly noticed by Ten Brink. In the note to the "House of Fame," line 1227, Holthausen's little essay (*Anglia* 16, 264) would have been useful. The edition of the "Astrolabe," with its notes and diagrams, is excellent, as far as I can judge from a very insufficient knowledge of astrology. Some chapters on the "Sources of the Canterbury Tales" conclude the volume, in which, for the first time since Hertzberg and Düring (whose names might have been mentioned here), a complete survey of the field has been made. No mention is made of Fränkel's quotation from Cropacius (*Anglia* XVI.) in the note on the sources of the "Miller's Tale," but if we consider the mass of valuable information and of careful compilation, any *lacuna* like this is of little consequence.

The fourth volume begins with some most welcome additions to the "Minor Poems," viz., three new poems which Dr. Skeat's eye was fortunate enough to discover and recognize as Chaucer's,—as in the case of the "Rosamonde" a few years ago. After these three poems follows the text of "The Canterbury Tales," based on the Ellesmere MS. In his introduction on the MSS., Mr. Skeat is not able to trace the Norton MS., and therefore I beg leave to refer him to Mr. Quaritch, in whose hands the MS. now is. The MS. is valued at \$1500, and we hope that some rich American may bring it westward.

The fifth volume begins with some introductory matter on the "Canon of Chaucer's Works," which might more appropriately have been placed in the first volume. Concerning the so-called Tyrwhitt edition, first published by Moxon in 1845, there are some very just remarks, which are not, however, detailed enough to exhibit the exact relation which the text of Moxon's "Essay, Discourse, Notes, and Glossary" bears to its prototype. Next follow some far from exhaustive remarks upon the text of the "Canterbury Tales." Then there are some "Rules for Reading,"—practical hints for the modern reader who takes Chaucer in hand without previous study of his language. The volume is mainly devoted, however, to the Notes to the Canterbury Tales. In these, as was to be expected, Dr. Skeat appears at his very best. This is the most complete commentary on the Tales; and even if Dr. Skeat had never written anything but this commentary, it would have been sufficient to ensure the honorable association of his name with that of his author and to win for him the lasting gratitude of Chaucer students.

The sixth and concluding volume, which comes just in time for a brief mention, contains, in a general Introduction, an account of Chaucer's pronunciation and versification; a short Chaucer grammar; a glossarial Index on the genuine works, and one each for the Gamelyn and the B. C. Fragments of the "Romaunt of the Rose." The most interesting

addition to these is the Index of Proper Names, and an Index of Authors quoted or referred to.

I conclude this notice by recurring to my opinion, expressed at the outset, that, notwithstanding all its shortcomings, few finer editions of an old English classic have ever been published, and that Dr. Skeat's edition of Chaucer is by far the best extant.

EWALD FLÜGEL.

BRIEFS ON NEW BOOKS.

*Translation of
a popular life
of Napoleon.*

Messrs. G. P. Putnam's Sons issue, in a neatly made volume of 140 pages, the "Napoleon" of Alexandre Dumas, translated by Mr. J. B. Larnier. Mr. Larnier's seems to be, oddly enough, the first English version, though the original is popular and has a continuous sale in France. The book is essentially a very concise review of Napoleon's public, and more especially his military, career—political crises being briefly touched, while of domestic history and criticism of personal character there is next to nothing. About thirty pages are given to Waterloo, and half that number to Marengo; of the divorce from Josephine we find only an indirect mention of five words. The volume opens with a brief sketch of Napoleon's school-days and youth, and closes with a touching chapter on his five years of torment at St. Helena under the wardenship of that excessively small creature, Sir Hudson Lowe—who remains to this day, to the continental mind, the type of a singularly repellent, and not unfamiliar, class of his countrymen. "For five years," says Dumas, forcibly and justly, though with a certain hint of bathos, "the modern Prometheus remained chained to the rock where Hudson Lowe preyed upon his heart." A caged tiger teased and fretted, from outside the bars, by a spiteful, grimacing monkey, were perhaps a truer figure. Dumas saw the Emperor twice—the first time as he drove by on his way to Ligny, amid the acclamations of the populace; the second time on his return from Waterloo, in a frozen and ominous silence. "Each time he was seated in the same carriage, on the same seat, dressed in the same coat. Each time it was the same vague and unoccupied look. Each time it was the same face, calm and impassable, only his head was a little more inclined upon his chest in returning than in going." Mr. Larnier has tried to make his translation as literal as possible; and while the general result is satisfactory, there are occasional *naïve* renderings which smack a little of the humors of the class-room. For instance, we find General Paoli pronouncing Bonaparte "a young man of *old-fashioned shape*"; and we are told that the besiegers of Toulon, "whose eyes darted into the city and upon the road, saw the conflagration," etc. Without comparing them with the original, we venture to say that these and several other like phrases could be polished a little without sacrificing literalness.

*Biography of
the Empress
Eugénie.*

In his study of "The Empress Eugénie" (Dodd, Mead & Co.), M. Pierre de Lano appears to have taken his heroine's not very imposing mental and moral measure pretty correctly. M. de Lano is by no means friendly to the Empress, but he writes mostly without bitterness; and while finding Eugénie fickle, frivolous, cold, and of narrow aims and ambitions, he admits some good qualities, and acquits her of grosser accusations which her more venomous enemies have not scrupled to make. Eugénie's shortcomings, however, whatever they may have been, pale into trivialities beside the damning charge that she instigated the war of 1870. History now admits that the Emperor opposed the war; as to the degree of his wife's culpability in the matter, there seems to be some question. M. de Lano has no doubt whatever on this point; and his views may be gathered from the following story, which he quotes with approval and considers trustworthy — though it appears suspiciously melodramatic. It seems that when the debate over the proposed declaration of war had reached its height, the Emperor refused to sign the fatal paper. As the ministers insisted, "he became angry, he—the gentle, obstinate one, as his mother called him—became violent, and seizing the decree, tore it in pieces, and scattered the fragments on the floor. . . . The Empress, on hearing of the scene which had taken place, and of the determination of the Emperor, was much annoyed. She was most indignant. She now became angry, and having compelled the ministers to restore the manuscript, she took possession of the new document, and went with it to the Emperor, who signed it, as it were, in a dream." Without putting too much faith in this anecdote, one may add that the seeming stability of the republic gives good hope that the long list of mischiefs wrought or furthered in France by the ignorant political meddlings of royal wives and royal mistresses ended with Sedan. The germ of M. de Lano's book is a series of articles published in 1890 in the "Figaro." These provoked at the time a bitter attack on the author in the "Gaulois"; and he now answers his critics, and presents a fuller exposition of his case. The Empress's life from the time of her marriage to the death of the Prince Imperial is freely dealt with; and while M. de Lano is certainly more than a bit of a gossip, he appears to have tried to get at the truth.

*France and
the European
revolution.*

"The Revolutionary and Napoleonic Era" (Macmillan) is the initial volume of a promising historical series, the "Cambridge," which aims to sketch the history of modern Europe and its colonies from the close of the fifteenth century down to the present time. The editor is Dr. G. W. Prothero, Professor of History in Edinburgh University; and the author of the opening volume is Mr. J. H. Rose, University Extension Lecturer in Modern History, late scholar of Christ's College, Cambridge. To the French Revolu-

tion proper, its intricate party strifes and dramatic episodes, Mr. Rose has given relatively little space (95 out of the 370 pages), his chief aim being to make clear the relation of that movement to the general European revolution, of which it was an earlier and acuter manifestation, and its consequent bearing upon existing political boundaries and conditions. The military dictatorship of Bonaparte, born of domestic anarchy and foreign war, curbed the revolution in France while extending it over the Continent. "The conflict with monarchical Europe," says Mr. Rose, "is therefore the central fact of the revolution, determining not only the trend of events in France, but also the extension of French influence over Europe, and the formation of the chief Continental States." While Mr. Rose is a good narrator, as his admirable account of Waterloo attests, his attention is mainly given to showing the political and economic bearing of his facts; hence his book is one for the serious reader. The volume is well printed, and contains a half-dozen excellent maps.

*Historical gossip
of modern England.*

Too much chit-chat, and too much importance attached to trifles, is what must be generally predicated of Mrs. Elizabeth Wormeley Latimer's otherwise respectable compilation, "England in the Nineteenth Century" (McClurg). The author says in the preface that she intended at first to call her book "Historical Gossip"; and we see no good reason why the change of title was made. It is possible that Mrs. Latimer has injected the over-liberal element of small-talk into her work as a concession to the "general reader"; and if so, we think she has in many cases largely overrated the supposed mental infirmity and taste for twaddle of that abused individual. We can, for instance, fancy no reader "general" enough to like his history diluted with such information as this: "After the breakfast was over, bride and bridegroom changed their dresses—the Prince for a dark travelling suit, the Queen for a white satin pelisse, trimmed with swan's-down, with a white satin bonnet and feather," etc. We would not imply, however, that Mrs. Latimer's book is barren of instruction, for parts of it are good enough to make us wonder the more at the frequency of passages like the one quoted; and in styling it a compilation it is fair to add that the text is not without occasional signs of an underlying logical process. That the author is not strong in economics is amusingly indicated by her naïve ascription of the forced separation of husband and wife in the Union workhouses, not to Mr. Malthus and common sense generally, but to a wish on the part of the hard-hearted framers of the Poor Law of 1834 "to inspire an intense horror of the workhouse." England was pretty nearly ruined by unwisely relaxing the stringency of the Elizabethan Poor Law; and what the effect would have been of going further in the same direction, and maintaining at the public cost in every half-dozen or so parishes a huge establishment for

the breeding and rearing of hereditary paupers, Mrs. Latimer does not stop to consider. Beginning with the year 1822, the author rapidly sketches the leading events and personages of the reigns of the last two Georges, William IV. and Victoria—the last reign taking up three-fourths of the book. There is a fairly full account of the Reform movement, the East Indian administrations and mutiny, and the governments of Disraeli and Gladstone. The volume is well printed, and contains twenty-seven notably good portraits after photographs.

*New handbooks
of English
literature.*

A new series of "Handbooks of English Literature," edited by Professor J. W. Hales, is announced, and the first volume, "The Age of Pope," by Mr. John Dennis, already published (Macmillan). It is proposed in this series "to deal with the chief epochs of English literature in separate volumes of moderate length, but in such a manner that, taken together, they will ultimately form a consecutive history." The plan of the series is to adopt for each volume some one great writer, such as Chaucer, Shakespeare, Milton, Dryden, or Wordsworth, "as the representative man of his period and the exponent of its leading tendencies and movements." Professor Hales himself will undertake some of the volumes, and others are promised by such scholars as Dr. Richard Garnett and Professor C. H. Herford. This is a promising programme, and we must add that Mr. Dennis has dealt with "The Age of Pope" in so scholarly and at the same time so interesting a way that much is to be hoped of the series thus auspiciously inaugurated. The period covered is the first half of the eighteenth century. Some idea of the spirit in which Mr. Dennis has done his work may be got from the following sentences: "The first object of a guide is to give accurate information; his second and larger object is to direct the reader's steps through a country exhaustless in variety and interest." "There is perhaps no danger more carefully to be shunned by the student of literature than the habit of resting satisfied with opinions at second-hand. Better a wrong estimate formed after due reading and thought, than a right estimate gleaned from critics, without any thought at all."

*Introduction
to English
literature.*

"This work is an attempt to solve the problem of teaching English literature." Such are the opening words of Professor F. V. N. Painter's preface to his "Introduction to English Literature" (Leach). Well, we can hardly admit that the problem has been solved, although the author has taken a step in the right direction. Briefly, he has divided the history into seven periods, and for each period has written a general characterization, followed by a careful study of from one to four authors, and annotated examples of their work. Entire works are selected in most cases, although extracts are now and then resorted to. The merit of Professor

Painter's book is that it spares the student the wearisome burden of detail forced upon him by most of the compilers of such books. Only writers of great importance are mentioned at all, and only fifteen authors altogether are taken up for careful study. But we do not believe that the problem will ever be solved by putting history and texts into a single volume. What is needed is a history in one rather small volume, and a great many annotated texts in a very big volume—the latter being a book to delve in rather than a book to be studied from beginning to end. As an alternative for the single big volume, we suggest a series of smaller ones, containing different sets of texts, the teacher being free to choose the volume or volumes that he can best use, and to vary the selection from year to year. The simple fact is that no student can hope to get any satisfaction out of the study of English literature unless he is prepared to spend a few dollars upon books.

*A popular life
of Lincoln.*

The volume on Abraham Lincoln by Mr. Noah Brooks (Putnam), which has been added to the "Heroes of the Nations" series, is a new edition of a book first published six years ago. The author was in intimate relations with Mr. Lincoln after 1856, and wrote with full knowledge of the man and the times. His avowed purpose was to impress the image of his hero upon the "heart of that 'common people' whom he loved so well, and of which he was the noblest representative." The book is not at all critical in its treatment of Lincoln's life. All unpleasant features and events are glossed over after the manner of the hero-worshipper. Though it cannot compare with other volumes in the series—such as Hodgkin's Theodorick and Strachan-Davidson's Cicero—in weight and strength, it will do good as a popular life of one whom the people cannot know too well or honor too highly.

*Commemorative
addresses by
Mr. Godwin.*

Five "Commemorative Addresses" by Mr. Parke Godwin are issued in attractive shape by Messrs. Harper & Brothers. The papers, one and all, are much more comprehensive and readable than the collective title leads one to expect—an occasional address being in general a pretty trite and perfunctory performance. Mr. Godwin's subjects are: George William Curtis, Edwin Booth, Louis Kossuth, John James Audubon, and William Cullen Bryant. Notably good is the paper on Mr. Curtis—really one of the best biographical sketches of the Montaigne of the "Easy Chair" that we remember to have seen. Necessarily a shade declamatory and eulogistic in tone, the addresses are nevertheless quieter and more critical than most compositions of their kind; and their graphic and anecdotal quality makes them pleasant reading. *Apropos* of Mr. Curtis's "Brook Farm" experiences, briefly narrated by our author, it is instructive to learn that he was chiefly remembered by his associates in that venture "for

his sprightly leadership of picnics and masquerades, and his pleasant singing, after nightfall, of *romanzas* from the operas." One can hardly fancy the genial humorist playing a very serious part in Mr. Ripley's idyl—or, indeed, taking the idyl itself very seriously.

*More pictures
of Colonial life.*

Miss Anne Hollingsworth Wharton's "Colonial Days and Dames" (Lippincott) forms an acceptable supplement to her bright little book, "Through Colonial Doorways," reviewed at length in THE DIAL for May, 1893. The volume presents a chatty picture of Colonial home and social life, liberally sprinkled with extracts from letters, journals, etc., of the period. It is pretty plain that Miss Wharton has written with a certain sense of personal interest in her theme; and our budding American noblesse who "trace back" genealogically to Colonial and Revolutionary days should find her pages by no means "thin sown with profit and delight." Outwardly the volume is, like all of Messrs. Lippincott's recent publications, notably tasteful and attractive.

BRIEFER MENTION.

A batch of modern language publications from the press of Mr. W. R. Jenkins includes several useful textbooks. "Les Historiens Français du XIXe Siècle," by M. C. Fontaine, is a series of selections from the best historical writers, forming a fairly connected history of France from the age of Louis XIV. to our own times. Notes, few but sufficient, are given at the bottom of the page. Smaller books are "L'Art d'Intéresser en Classe," including stories, fables, and Labiche's "La Lettre Chargée," edited by M. Victor F. Bernard; "La Traduction Orale," also by M. Bernard; "La Conversation des Enfants," by M. Charles Du Croquet; and "Preliminary French Drill," by "Veteran." A new French text is M. Daudet's "Le Petit Chose," in the "Romans Choisis," edited by M. Fontaine. Two stories by Sig. de Amicis, "Fortezzo" and "Un Gran Giorno," edited by Mr. T. E. Comba, make a pamphlet number of the series of "Nouvelle Italienne." Last of all, there are two Spanish texts: "El Final de Norma," by Señor Alarcón, opening a series of "Novelas Escogidas," and "El Pájaro Verde," by Señor Valera, opening a series of "Cuentos Selectos." The former is edited by Mr. de La Cortina, and the latter by Mr. Julio Rojas.

The multiplication of French texts for school use goes merrily on. From Messrs. D. C. Heath & Co. we now have editions of "Hernani" and "Ruy Blas," the former edited by Dr. George M. Harper, the latter by Dr. Samuel Garner. A portrait of Hugo prefaces the one, a map of Madrid the other. Introductions and notes are excellent in both. The same publishers send us M. Halévy's "L'Abbé Constantin," edited by Dr. Thomas Logie; and M. Pailleron's "Le Monde où l'On S'Ennuie," edited by Mr. A. C. Pendleton. From Messrs. Ginn & Co. we have two useful texts—"A Scientific French Reader," edited by Mr. Alexander W. Herdler; and "Difficult Modern French," edited by M. Albert Leune. The former includes short articles with illustrative woodcuts, the latter selections from such men as

"Stendhal," Gautier, Leconte de Lisle, Flaubert, and many of the moderns. The selections are in both prose and poetry. Finally, the Christopher Sower Co. publish "Jean Mornas" and "Tuyet," two stories by M. Jules Claretie, edited in a single volume by Mr. Edward H. Magill.

In the new and revised edition (Macmillan) of Dr. Oskar Seyffert's "Dictionary of Classical Antiquities" English readers are offered what is probably the most useful single-volume work upon the subject to be had. The present edition, which is the third, has been edited by Dr. J. E. Sandys, and brought sufficiently to date to include the latest discoveries and theories. The articles Comitia, Music, and Theatre, are examples of this incorporation of new matter. There are over seven hundred two-columned pages of clear type, nearly five hundred illustrations, and full indexes.

Mr. G. Steel's "An English Grammar and Analysis" (Longmans) hardly satisfies the author's claim of being an "improvement in the methods usually followed" in language study. In fact, several works could readily be called to mind that are distinctly superior to it for class-room work. The main fault of the book is the attempt to bring grammar, etymology, rhetoric and composition within the limits of 300 pages.

Mr. Thomas Atkinson Jenkins, a candidate for the doctorate at the Johns Hopkins University, has just published his dissertation, which has for its subject "L'Espurgatoire Saint Patriz" of Marie de France. This important twelfth-century poem is presented in a critical text, with a careful study of the language, and introductory chapters upon the author, her work, and the dialect in which she wrote. Concerning the latter subject Mr. Jenkins concludes that her dialect was Franco-Norman, thus controverting the opinion of Professor Suchier, who declares for a specifically French dialect. Mr. Jenkins has produced a solid and valuable piece of philological work.

Three new volumes in "The Student's Series of English Classics" (Leach) include Goldsmith's "Traveller" and "Deserted Village," edited by Mr. Warren F. Gregory; Tennyson's "Elaine," edited by Miss Fannie M. McCauley; and "The Merchant of Venice," edited by Professor Katharine Lee Bates. The latter volume, in particular, is an admirable piece of editorial work, having notes that deal largely with parallel passages from other poets—a sort of help too often neglected by commentators. We may also give mention in this paragraph to Mr. George P. Baker's edition of Lyly's "Endymion" (Holt), which has few notes, but, on the other hand, an elaborate biographical and critical introduction, which shows workmanship of a high order.

Once in a year or so the University of Nebraska issues a pamphlet volume of "University Studies." The latest of these issues, dated July, 1894, is at hand, and contains three papers of solid value. Mr. E. H. Barbour has some "Additional Notes on the New Fossil, *Daimonelix*," twelve plates richly illustrating the paper. "The Decrease of Predication and of Sentence Weight in English Prose" is the subject of a study by Mr. G. W. Gerwig. It represents much careful work done in continuation of Professor Sherman's chapters upon the subject in his "Analytics of Literature." The third paper is by Mr. Fred M. Fling, and considers Mirabeau as an opponent of absolutism, a subject interesting in connection with Professor von Holst's recent lectures on the great French statesman.

NEW YORK TOPICS.

New York, February 11, 1895.

The "Trilby" living pictures foreshadowed in a previous letter have materialized in an elaborate charity entertainment given last Saturday in the ball-room of a fashionable caterer's in this city. "Scenes and Songs from Trilby" consisted of tableaux of the principal illustrations in the volume, with renderings of the songs mentioned therein. The proceeds are to go to the New York Kindergarten Association, in which Mrs. Wiggin and Mr. Gilder are deeply interested. A copy of "Trilby," with autograph inscriptions by Mr. du Maurier and Henry James, and a manuscript copy of Dr. English's song, "Ben Bolt," was auctioned off by Mrs. Wiggin during the intermission for a hundred dollars, a surprisingly small price considering the packed house and the Trilby-mania now rampant. The list of lady patronesses included the wives of several literary men, as well as a number of society women, some of them belonging in a sense to both classes. In fact, books are a fad in the outskirts of "society" at present, and I have even seen within a week a letter from one of the late Mr. McAllister's "Four Hundred" requesting the autograph of a well-known New York novelist. The chilling thought occurs, however, that she may have wanted it for a church fair, and that her interest was merely fictitious. After all, this would be quite proper in the case of a writer of fiction. "Trilby" enthusiasm has reached the art circles also, and various idealized portraits of the "dear Trilby" have been painted. The best piece of work of this sort which I have seen was in the studio of Mr. C. Y. Turner, who has made a lovely ideal painting of "Sweet Alice," immortalized in "Ben Bolt." The dress of the damsel is copied from his mother's wedding-gown, of even date with "Trilby" and "Sweet Alice."—"And so no more of" Trilby.

Far removed from this hysteric, hypnotic patronization of literature and art was the lecture given, on the morning of the same day, by Mr. William Crary Brownell, on the life and genius of Auguste Rodin. It was delivered at the Metropolitan Museum, in the course given under the auspices of Columbia College, having already been repeated privately before the Sculpture Society. An intelligent and interested audience listened to Mr. Brownell's keen characterizations and brilliant epigrams. He made very plain the distinction between Rodin's art and the academic art of the Institute sculptors, and illustrated his points with some fifty stereopticon views of Rodin's work, including details of the Dante portal for the new Museum of Decorative Arts at Paris, studies of which were shown in a private room at the Columbian Exposition, "St. John the Baptist," "The Kiss," "The Calais Bourgeois," "A Danaide," and portrait statues and busts of Bastien-Lepage, Hugo, Laurens, Henly, Legros, and Mme. Morla. Mr. Brownell will be succeeded in these Columbia College lectures by Mr. T. Humphry Ward, who will give a course on "The History of English Art, with especial reference to Reynolds, Gainsborough, and Romney." The first lecture, on February 16, treats of art in England under the first two Georges. The remaining three are devoted separately to the above-mentioned artists. Mr. Ward arrived from England last Saturday, after a most tempestuous voyage.

It is never safe to "holler" until you are out of the woods. It seems that Mr. Robert Underwood Johnson and the Copyright League, on examining the Cov-

ert bill for the limitation of newspaper liability, found a very large snake in the grass in the shape of possible nominal damages for infringement of copyright. In spite of Mr. Johnson's efforts, seconded by Mr. Covert, to have definite sums (\$250 to \$5000) named, the bill passed the Committee on Patents in its objectionable form; and the fight must be carried on in Congress itself. Another correction concerns my reference to Mr. Pickard and "The Life and Letters of Whittier," the condensation of which seemed to make me reflect on his editing of that work. This was quite apart from my intention. In regard to copyright, an important though not final decision has been rendered in the famous Rider Haggard case, which Mr. Daniel G. Thompson has been conducting for Messrs. Longmans, Green, & Co. The chief point at issue was not the constitutionality of the International Copyright Law, but the claim that books published in the United States are not protected by copyright unless the American notice is printed in all foreign editions as well. This claim has been set aside in favor of Mr. Rider Haggard and his publishers, although leave is given the defendant firm to plead again in answer.

"The Personal Recollections of Joan of Arc," to appear serially in "Harper's Monthly," will show Joan, it is announced, as a daughter of the people; the scenes and incidents of her girlhood among her rustic playmates; her childish superstitions; her distressful solitudes for her country; the heavenly voices and visions that nourished the hope of deliverance that should surely come through her; her conquest of a corrupt court; her martial triumphs, and her betrayal and martyrdom. The author's name is not disclosed, although he is described as one of the most successful among American writers of fiction. He is disguised as "the Sieur Louis de Conte," Joan's "Page and Secretary." This *nom de plume* almost makes me think that Mr. Janvier is the hidden author; but on the whole I stick to "Mark Twain" for the present. I trust this work will turn out to be an American rival of "Trilby" *et al.* At the same time it should be borne in mind that Mr. Crawford's books are reaching large editions,—and Mr. Crawford is an American, I believe.

The appointment of Mr. Herbert Putnam, brother of the publishers, as librarian of the Boston Public Library, meets with solid approval here and in that city. Incidentally, it leads the Boston "Transcript" to another needless outburst of parochialism to the effect that Mr. Putnam's being "a New Yorker by birth shall not be treasured up against him in Boston, since he has lived there but little since his Harvard days and his graduation in the class of 1883." Mr. Putnam is a classmate of Professor Edward E. Hale, Jr., and of Assistant Secretary Charles Sumner Hamlin. He organized the new Public Library of Minneapolis, and President Eliot has said that in doing this he proved himself one of the three best librarians in the United States. Mr. Putnam has been practicing law in Boston for some three years, but had decided to leave that city for New York, so the Boston "Herald" says, when the appointment came. The traditions of his family and his own personal ability promise large results. As for the Public Library, the long hiatus in its management has turned out for its benefit. May Mr. John Bigelow's inaction as to the Tilden trust prove equally beneficial, is the prayer of many here; for New York has no public library.

Two new books of importance, to be published shortly by Messrs. Charles Scribner's Sons, as yet unannounced,

are "The Mogul Emperors of Hindustan," by Dr. Edward S. Holden, and "Letters of a Baritone," by Francis Walker. Messrs. G. P. Putnam's Sons announce "The Arthurian Epic," a comparative study of the Cambrian, Breton, and Anglo-Norman versions of the story, and Tennyson's "Idylls of the King," by S. Humphreys Gurteen. Mr. Gurteen is a graduate of Cambridge University, and has become popularly known as the originator of charity organization in England. This excursion into the field of comparative criticism deals with the rise, growth, and later developments of the legends relating to King Arthur, from the first mention of his name in Welsh song to the epic cycle perfected under the clever romancers of the twelfth century, and compares the original tales with Tennyson's versions. Many interesting facts in regard to Tennyson's variations from the legends are given, as yet generally unknown. Mr. Gurteen has gone back to the original sources in each case. He is now occupied with a companion volume to the above, to be entitled "The Epic of the Fall of Man." This work will be a comparative study of the epics of Cædmon, Dante, and Milton, with critical comparisons of their masterpieces. There is room for only a mere mention of the success of Verdi's "Falstaff" at the Metropolitan Opera House last week. The sale of the Foote collection of books proved successful beyond the expectations of the owner, and was an event in the world of letters. Next Thursday the Authors Club will hold its first meeting in the rooms devoted to it in the new Carnegie annex, first described in this correspondence. A notable love-feast is expected.

ARTHUR STEDMAN.

LITERARY NOTES.

Messrs. Macmillan & Co. announce a translation of the great "Lehrbuch der Botanik," the joint work of Drs. Strasburger, Noll, Schenck, and Schimper.

Mr. W. J. Courthope has long been engaged upon a "History of English Poetry," and the first of the four volumes projected is now ready for publication.

"The Publisher's Weekly" records 4484 books issued in this country during 1894, a decrease of 650 from the total for 1893. The falling-off was mainly in fiction and theology. Many departments, on the other hand, exhibit a slight increase.

A uniform library edition of the more popular prose works of Robert Louis Stevenson will soon be issued by Messrs. Scribner's Sons. The set will number sixteen volumes, comprising romances, short stories, and essays, and will be published at a reasonable price to meet a popular demand.

New York has had its Grolier Club for several years, and now Chicago has its similar organization—the Caxton Club, of which Mr. J. W. Ellsworth is president. The Club will soon begin a series of publications, and is meanwhile engaged in superintending an exhibition of bookbindings to be held at an early date at the Art Institute.

Mr. Thomas B. Mosher, of Portland, Maine, has just issued the first number of a monthly magazine called "The Bibelot," and containing selections from the prose and poetical works of authors whose productions are hard to get or out of print. The first number is devoted to William Blake. Another will include translations of the poems of Villon.

The School of Applied Ethics, which has already held three summer sessions at Plymouth, has added the winter session to its programme, and began its meetings at Washington, D. C., on the thirteenth of this month. This winter session will continue for seven weeks, with two or three lectures a week. Professors Felix Adler, Woodrow Wilson, and Henry C. Adams are the principal lecturers. Three educational conferences, March 19, 20, and 21, are included in the programme.

Mr. Karl Károly, whose beautiful "Raphael's Madonnas and Other Great Pictures" was one of the most successful of recent holiday gift-books, has in press a full account of all "The Paintings of Venice," which will be published in a few weeks by Messrs. Bell & Sons, London, and Macmillan & Co., New York. The book will be handsomely illustrated with photographic reproductions of some of the celebrated Venetian pictures, and will be out before the Art Exposition begins in Venice in April.

The following notes taken from the editorial department of the February "Educational Review" are as sound in doctrine as their praise is well-deserved: "The last annual report of Superintendent Lane of Chicago contains conclusive evidence that, notwithstanding the ravings and revilings of certain newspapers specially prepared, as Mr. Charles A. Dana would say, to be read by fools, the public schools of that city are making substantial progress. More than any other city superintendent in the country, Superintendent Lane has been called upon to resist the *civium prava jubentium ardor*. He has stood nobly for the right. He deserves the thanks of progressive teachers throughout the land."

Sir John Robert Seeley, K. C. M. G., author of "Eccle Homo," "The Life and Times of Stein," "The Expansion of England," and small books upon Napoleon and Goethe, died at Cambridge on the thirteenth of January. A historian of the scientific school, his work was without the qualities that attract a large audience (always excepting the "Eccle Homo"), but those that found their way to it got from it such instruction and discipline as has been afforded by few of the historical writers of our time. We learn from the "Cambridge Review" that Professor Seeley's great work on the foreign policy of England in the seventeenth century was nearly completed before the long illness that preceded his death.

The Grolier Club of New New, the parent bibliomaniac club of the country, has been giving an interesting exhibition of historic book-bindings at its club building in that city. The books displayed are from the libraries of famous collectors, and from the collections of various kings of France and England and their consorts, and are loaned by members of the club. The libraries of Mr. Samuel P. Avery and Mr. Robert Hoe have been especially drawn upon. It was something of a surprise, our correspondent writes us, to see fifteen or twenty handsome volumes from Grolier's library, with their distinctive bindings and motto. Books from the collections of de Thon, Mazarin, and a host of similar amateurs of book-binding, are shown; but the interest centres in an extensive exhibit of volumes emblazoned with the arms and insignia of certain fair ladies and their royal lovers. Diana of Poitiers and Henry II., the Marquise de Maintenon and Louis XIV., the Comtesse du Barry and Louis XV., are so represented; as well as Henry IV. and Margaret of Valois, and Charles I. of England and Henrietta Maria. A rare quarto from the

library of Henry III. of France bears an inlaid full-length portrait of the king worked out in different colored leathers. The exhibition could scarcely be duplicated in this country outside of four or five of the New York collectors' libraries.

Charles Etienne Arthur Gayarré, the Historian of Louisiana, died at his home in New Orleans, early in the morning of February 11. On the 9th of January he celebrated his ninety-first birthday. He was a native of New Orleans, and descended from persons eminent in the French colonial history of Louisiana. After graduating at the College of Orleans, he studied law in Philadelphia, and was there admitted to practice in 1829. Returning to Louisiana the following year he entered upon a political career, and was successively State Senator, Attorney General, and Presiding Judge of the City Court of New Orleans. In 1835 he was elected to the U. S. Senate, but ill health prevented his entering upon the duties of this office. He went abroad and spent eight years in Paris and Madrid. Upon his return he was again elected to the State Legislature, and in 1846 was appointed Secretary of State of Louisiana. This office he held for seven years. He was defeated for Congress in 1853, and unsuccessful in his attempts to secure the nomination in 1868. For several years he was Reporter for the Supreme Court of his native state. Judge Gayarré's literary life began during his college days and continued until within the last decade. His more serious work began with the publication of "Histoire de la Louisiane," two volumes, in 1847. Historical works followed in quick succession, viz., "Romance of the History of Louisiana," 1848; "Louisiana, Its Colonial History and Romance," 1851; "Louisiana, its History as a French Colony," two vols., 1851-2; "History of the Spanish Domination in Louisiana from 1769 to December 1803," 1854; "History of Louisiana" completed, revised, and brought down to 1861, three vols., 1866; "Philip II. of Spain," 1866. Some of these comprised courses of lectures delivered about 1847-48. He was the author of two works of fiction, "Fernando de Lemos" (1872) and its sequel, "Aubert Dubayet" (1882), and of two comedies, "The School for Politics" and "Dr. Bluff," besides numerous pamphlets, addresses, lectures, and magazine articles. The author retained his mental vigor to the last. His later years have been spent in a modest cottage in the eastern portion of New Orleans, not precisely in the old "French Quarter," but east of Esplanade street, and in a neighborhood where the French element dominates. Of late years it has been the custom among his friends to celebrate his birthday in a more or less public manner. Judge Gayarré married many years ago, but was childless. His wife survives him.

TOPICS IN LEADING PERIODICALS.

February, 1895 (Second List).

Abelard and Héloïse. Anatole France. *Cosmopolitan*.
Armenian Melodies. Mary G. Reed. *Music*.
Ballet, History and Progress of the. Rosita Mauri. *Cosmopol*.
Bimetallism and Legislation. C. S. Thomas. *Arena*.
China and Japan. General Lord Wolseley. *Cosmopolitan*.
Cotton States Exposition of 1895. The. *Review of Reviews*.
Currency Plan, The President's. W. J. Bryan. *Arena*.
Divination and Fortune Telling Among the Chinese. *Overland*.
Educational Books, Recent. B. A. Hinsdale. *Dial* (Feb. 16).
Geological Survey, The U. S. C. D. Walcott. *Pop. Science*.
History, An Unsuccessful. A. C. McLaughlin. *Dial* (Feb. 16).
Income Tax, The, Opposition to. *Overland*.

Indian Territory, Problems in the. O. H. Platt. *No. American Journalist*, Confessions of a. *Dial* (Feb. 16).
Literature and the English Book Trade. "Ouida." *No. Am. Literature as a University Study*. E. E. Hale, Jr. *Dial* (Feb. 16).
Manitoba. E. V. Smalley. *Review of Reviews*.
Matrimonial Puzzle, The. H. H. Boyesen. *No. American Mind*, The Dynamics of. Henry Wood. *Arena*.
Mongol Triad, The. Margherita A. Hamm. *Overland*.
Music in Court. J. J. Kral. *Music*.
Music, The Future of. W. S. B. Mathews. *Music*.
National University, The Need of a. *North American*.
Oregonian Characteristics. Alfred Holman. *Overland*.
Penology in Europe and America. S. J. Barrows. *Arena*.
Politics and the Farmer. B. P. Clayton. *North American*.
Populist Campaign in Chicago, The. W. J. Abbott. *Arena*.
Psychical Comedy, The. C. S. Minot. *North American*.
Pulpit, The New. H. R. Haweis. *North American*.
Reading and Education. *Dial* (Feb. 16).
Rubinstein, Antoine. *Review of Reviews*.
Rubinstein, Antoine. *Music*.
Serum Treatment of Diphtheria. S. T. Armstrong. *Pop. Sci.*
Skeat's Chaucer. Ewald Flügel. *Dial* (Feb. 16).
Stevenson, Robert Louis. Charles D. Lanier. *Rev. of Reviews*.
Symbols. Helen Zimmern. *Popular Science*.
Thorns of Plants, The. M. Henri Coupin. *Popular Science*.
Wild Flowers of Hawaii. Grace C. K. Thompson. *Overland*.
Windmills and Meteorology. P. J. De Ridder. *Pop. Science*.
Woman Suffrage in the South. *Arena*.

LIST OF NEW BOOKS.

[The following list, containing 55 titles, includes books received by THE DIAL since its last issue.]

GENERAL LITERATURE.

The Works of Edgar Allan Poe. Newly collected and edited, with memoir, introductions, and notes, by Edmund Clarence Stedman and George Edward Woodberry. In 10 vols. Vols. 1, 2, and 3; each illus., 12mo, gilt top, uncut. Stone & Kimball. Each vol., \$1.50.
Aristotle's Theory of Poetry and Fine Art; with a Critical Text and a Translation of the Poetics. By S. H. Butcher, Litt. D. 8vo, uncut, pp. 384. Macmillan & Co. \$3.25.
Corrected Impressions: Essays on Victorian Writers. By George Saintsbury. With portrait, 16mo, gilt top, pp. 218. Dodd, Mead & Co. \$1.25.
The Aims of Literary Study. By Hiram Corson, LL. D., author of "A Primer of English Verse." 24mo, gilt top, pp. 153. Macmillan & Co. 75 cts.
The Yellow Book: An Illustrated Quarterly. Volume IV., January, 1895; illus., 12mo, uncut, pp. 285. Copeland & Day. \$1.50.
The Overland Monthly, Vol. XXIV., July-December, 1894. Edited by Rounseville Wildman. Illus., large 8vo, pp. 666. San Francisco: Overland Monthly Pub'g Co. \$2.25.

HISTORY.

The History of the French Revolution, 1789-1800. By Louis Adolph Thiers; trans., with notes, etc., by Frederick Shoberl. New edition in five vols., vols. III., IV., and V.; each illus., 8vo, gilt top, uncut. J. B. Lippincott Co. Per vol., \$3.
Napoleon Bonaparte's First Campaign. With comments by Herbert H. Sargent, U. S. A. 12mo, pp. 231. A. C. McClurg & Co. \$1.50.
Napoleon III. and Lady Stuart: An Episode of the Tuileries. By Pierre de Lano; trans. by A. C. S. With portrait, 12mo, pp. 260. J. Selwin Tait & Sons. \$1.

POETRY.

In Woods and Fields. By Augusta Larned. 12mo, gilt top, pp. 157. G. P. Putnam's Sons. \$1.
Select Poems of Sidney Lanier. Edited with introduction, notes, etc., by Morgan Callaway, Jr., Ph.D. With portrait, 16mo, pp. 97. Chas. Scribner's Sons. \$1.
Sonnets and Lyrics. By Katrina Trask, author of "Under King Constantine." 12mo, gilt top, pp. 103. A. D. F. Randolph & Co. \$1.

Songs from the Nest. By Emily Huntington Miller. With frontispiece, 16mo, pp. 85. Chicago: Kindergarten Literature Co. 50 cts.

FICTION.

The Good Ship Mohock. By W. Clark Russell, author of "The Wreck of the Grosvenor." 16mo, pp. 259. D. Appleton & Co. \$1.

Doctor Judas: A Portrayal of the Opium Habit. By William Rosser Cobbe. 12mo, pp. 320. S. C. Griggs & Co. \$1.50.

Noémi. By S. Baring-Gould, author of "Little Tu'penny." 12mo, pp. 263. D. Appleton & Co. \$1.

Paul and Virginia. By Bernardin de Saint-Pierre; trans. with biographical and critical introduction by Melville B. Anderson. 16mo, gilt top, pp. 218. A. C. McClurg & Co. \$1.

Little Dorrit. By Charles Dickens; with introduction by Charles Dickens, the Younger. Illus., 12mo, pp. 788. Macmillan & Co. \$1.

The Mystery of Evelin Delorme: A Hypnotic Story. By Albert Bigelow Paine. 18mo, pp. 129. Arena Pub'g Co. 75 cts.

The Doctor, his Wife, and the Clock. By Anna Katherine Green (Mrs. Charles Rohlf). 18mo, pp. 131. Putnam's "Autonym Library." 50 cts.

Madame Sans-Gêne: An Historical Romance. Trans. from the French by Louis R. Heller. With frontispiece, 16mo, pp. 400. Home Book Co. 50 cts.

NEW VOLUMES IN THE PAPER LIBRARIES.

Bonner's Choice Series: For Another's Wrong, by W. Heinburg; illus., 16mo, pp. 358, 50 cts.

U. S. Book Co.'s Lakewood Series: Berris, by Katherine S. Macquoid, author of "Appledore Farm"; 16mo, pp. 286, 50 cts.

Harper's Franklin Square Library: A Traveller from Altruria, by W. D. Howells; 12mo, uncut, pp. 318, 50 cts.

TRAVEL AND DESCRIPTION.

The Wonderful Wapentake. By J. S. Fletcher. Illus., 12mo, uncut, pp. 250. A. C. McClurg & Co. \$2.

The Amateur Emigrant; From the Clyde to Sandy Hook. By Robert Louis Stevenson. 16mo, gilt top, uncut, pp. 180. Stone & Kimball. \$1.25.

In the Heart of the Bitter-Root Mountains: The Story of "The Carlin Hunting Party," September—December, 1893. By Heclawa. Illus., 12mo, pp. 259. G. P. Putnam's Sons. \$1.50.

Trans-Caspia: The Sealed Provinces of the Czar. By M. M. Shoemaker, author of "The Kingdom of the White Woman." Illus., 12mo, gilt top, pp. 310. Robert Clarke Co. \$1.50.

Ancient Rome and Its Neighbourhood: An Illustrated Handbook to the Ruins in the City and Campagna. By Robert Burn, M.A., author of "Old Rome." Illus., 12mo, pp. 292. Macmillan & Co. \$1.25.

From a New England Hillside: Notes from Underledge. By William Potts. With frontispiece, 24mo, gilt top, pp. 305. Macmillan & Co. 75 cts.

POLITICS.—ECONOMICS.—FINANCE.

Our Fight with Tammany. By Rev. Charles H. Parkhurst, D. D. 12mo. Chas. Scribner's Sons. \$1.25.

Select Chapters and Passages from "The Wealth of Nations" of Adam Smith, 1776. 16mo, pp. 285. Macmillan's "Economic Classics." 75 cts.

The First Six Chapters of the "Principles of Political Economy and Taxation" of David Ricardo, 1817. 16mo, pp. 118. Macmillan's "Economic Classics." 75 cts.

The Currency and the Banking Law of the Dominion of Canada, considered with Reference to Currency Reform in the U. S. By William C. Cornwell. 8vo, pp. 86. G. P. Putnam's Sons. 75 cts.

The Income-tax Law; with a Speech by David B. Hill. 18mo, pp. 80. Brentano's. 10 cts.

PHILOSOPHY AND ETHICS.

Allgemeine Geschichte der Philosophie, mit Besonderer Berücksichtigung der Religionen. Von Dr. Paul Deussen. 8vo, uncut, pp. 336. Leipzig: F. A. Brockhaus. \$2.50.

Comte, Mill, and Spencer: An Outline of Philosophy. By John Watson, LL. D., author of "Kant and his English Critics." 12mo, uncut, pp. 302. Macmillan & Co. \$1.75.

Ethical Addresses: First Series. By the Lecturers of Ethical Societies. 12mo, pp. 194. Philadelphia: S. Burns Weston. \$1.

THEOLOGY AND RELIGION.

A Buddhist Catechism: An Introduction to the Teachings of the Buddha Gôtamo. By Subhadra Bhikshu. 16mo, pp. 107. G. P. Putnam's Sons. \$1.

Landmarks of Church History to the Reformation. By Henry Cowan, D.D. 24mo, pp. 154. A. D. F. Randolph & Co. 30 cts.

The Religions of the World. By G. M. Grant, D.D. 24mo, pp. 137. A. D. F. Randolph & Co. 30 cts.

SCIENCE AND NATURE.

The Great Ice Age and Its Relation to the Antiquity of Man. By James Geikie; LL.D. Third edition, largely rewritten; illus., 8vo, uncut, pp. 850. D. Appleton & Co. \$7.50.

The Pygmies. By A. de Quatrefages; trans. by Frederick Starr. Illus., 12mo, pp. 255. D. Appleton & Co. \$1.75.

Dictionary of Scientific Illustrations and Symbols: Moral Truths Mirrored in Scientific Facts. By a Barrister of the Honorable Society of the Inner Temple. 12mo, pp. 420. New York: Wilbur B. Ketcham. \$2.

REFERENCE.

Manners, Customs, and Observances: Their Origin and Signification. By Leopold Wagner, author of "Names and Their Meanings." 12mo, pp. 318. Macmillan & Co. \$1.75.

EDUCATION.—BOOKS FOR SCHOOL AND COLLEGE.

The German Universities: Their Character and Historical Development. By Friedrich Paulsen; authorized translation by Edward Delavan Perry. 12mo, uncut, pp. 254. Macmillan & Co. \$2.

Higher Medical Education: The True Interest of the Public and of the Profession. By William Pepper, M. D. 8vo, pp. 100. J. B. Lippincott Co. \$1.

Lectures Faciles pour l'Etude du Français. Par Paul Bercy, B. L. 12mo, pp. 256. Wm. R. Jenkins. \$1.

Simple Notions de Français. Par Paul Bercy, B. L. Illus., 8vo, pp. 105. Wm. R. Jenkins. 75 cts.

Second Book in Physiology and Hygiene. By J. H. Kellogg, M. D. Illus., 12mo, pp. 291. American Book Co. 80 cts.

Oral Arithmetic by Grades. By Alfred Kirk and A. R. Sabin. Books 1 and 2; each, 16mo. American Book Co. Each, 25 cts.

Mme. Beck's French Verb Form. 4to. W. R. Jenkins. 50 cts.

Partir & Tiempo. Por Don Mariano José de Larra; edited by Alexander W. Herdler. 16mo, pp. 51. Jenkins's "Teatro Español." 35 cts.

MISCELLANEOUS.

Commitment, Detention, Care and Treatment of the Insane: A Report of the 4th Section of the Congress of Charities of 1893. Edited by G. Alder Blumer, M. D., and A. B. Richardson, M. D. 8vo, pp. 300. Johns Hopkins Press. \$1.50.

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